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REPORT

OF THE

COMMISSIONER OF EDUCATION FOR PORTO RICO

TO THE

From
SECRETARY OF THE INTERIOR, U. S. A.

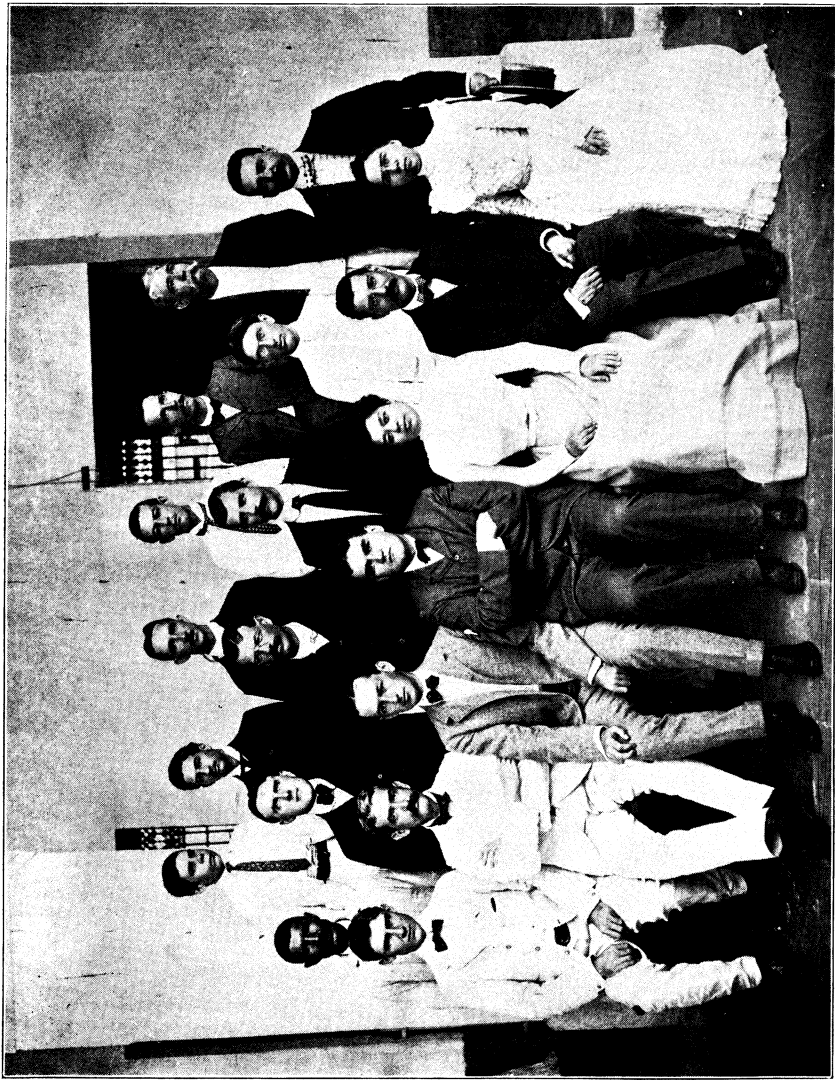
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Porto Rico Dept. of education.

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1901.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.

1901.



THE COMMISSIONER AND HIS OFFICE ASSISTANTS.

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LETTER OF TRANSMITTAL.

EXECUTIVE MANSION,
San Juan, P. R., October 21, 1901.

SIR: Pursuant to law, I have the honor to herewith transmit the report of the commissioner of education for Porto Rico.

Very respectfully, your obedient servant,

WM. H. HUNT, *Governor.*

THE SECRETARY OF THE INTERIOR,
Washington, D. C.

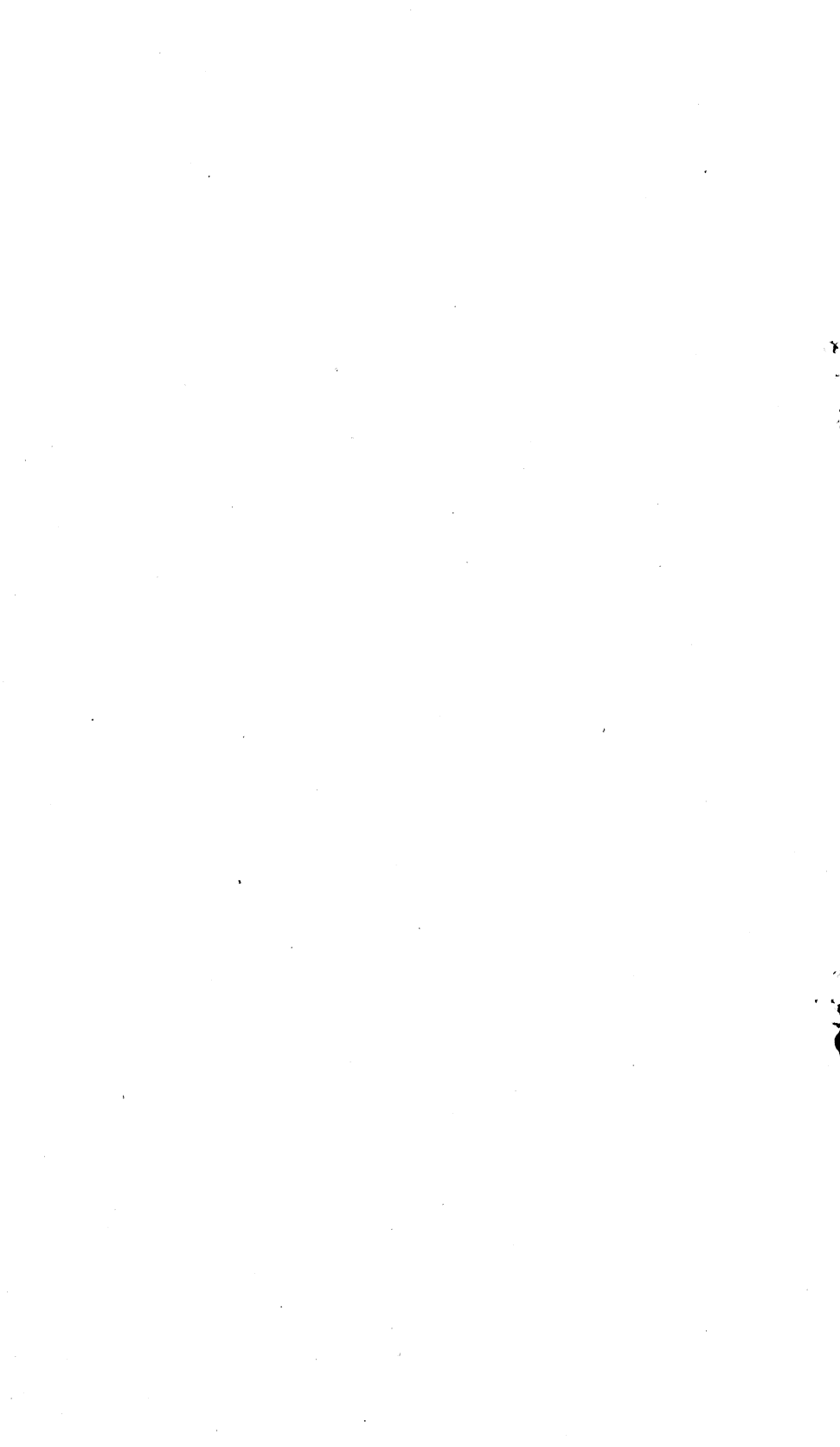


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REPORT

OF THE

COMMISSIONER OF EDUCATION FOR PORTO RICO.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan P. R., October 18, 1901.

SIR: I have the honor to transmit herewith my report on education in Porto Rico during the first year of civil government. This report is prepared in harmony with section 25 of the act of Congress, approved April 12, 1900, and in response to the request of the Hon. E. A. Hitchcock, Secretary of the Interior, in his letter of June 22, 1901.

It may not be amiss to recite that on October 15, 1900, I submitted a provisional report on education to the honorable Secretary of the Interior, which report was published at Washington. It covers the period of civil government prior to my taking charge of the duties of my office and the first month of the school year under my administration. It was necessarily brief and fragmentary. Its statements were, however, correct.

Again, at the close of the first year of civil government the Hon. Charles H. Allen, governor of Porto Rico, requested a report covering the work of this department of the insular government. This report was written and appears as an appendix to the annual report of Governor Allen, published at Washington in 1901. It presents somewhat in detail certain phases of the work done by this department during the year. It gives only partial statistical data and confines its discussion to concrete problems in the administration of a great work.

In submitting this report I beg to impress the vastness of the work that has been done and remains yet to be done in order that an approximately adequate system of schools may be provided for the children of this island. The military government had 612 schools in operation in 1899-1900. We increased the number to 792 for 1900-1901, and have completed all arrangements to have 1,000 schools in 1901-2. But 1,000 schools, good as they may be, can not successfully cope with the tremendous illiteracy and the vast army of children in need of education in Porto Rico. The present year found about 34,000 children in school. We will enroll next year 50,000.

To provide education for these children we will need 1,000 teachers. The schools last year suffered because we lacked teachers. The Summer Normal School, held in San Juan July 8 to September 20, was attended by over 800 pupils. From this number we will secure teachers for the schools. But the growth of the system will cause an increased demand for professionally trained teachers. To provide these we are

now constructing a large normal school at Rio Piedras, which will be opened to students about November 21, 1901.

With the public elementary schools thoroughly organized; with the new school law prepared by this department, and enacted by the last legislature, in full force and in successful operation; with efficient supervision provided; with thirty-nine new public-school buildings completed and in daily use; with a reorganized corps of teachers; with a system of agricultural schools giving practical education to 1,000 chosen youths; with the normal school fully organized and ready to begin its work; with the Summer Normal happily concluded; with a high school in successful operation in San Juan; with the annual budget for education increased from \$400,000 to \$500,000; with every school amply equipped with all necessary books and supplies; with a school year of nine months throughout the island, and with a rapidly growing sentiment in favor of free public schools, it is eminently reasonable to claim that the cause of education has made gratifying progress in Porto Rico during the past year.

I wish, in conclusion, to record my sense of gratitude to the officers assisting me in these arduous labors. They have always promptly responded to every request made of them and have cheerfully and faithfully sustained the purposes of the department. Nor can I withhold the deep gratitude I feel to my associates in the administration, and to your excellency for intelligent cooperation and unselfish devotion to the ideals this department has steadily labored to make real for the people of Porto Rico.

I have the honor to be, dear sir, with great respect, yours, very respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

Hon. WILLIAM H. HUNT,
Governor of Porto Rico.

NEW QUARTERS FOR THE DEPARTMENT.

When I entered upon my duties I found the department located in three small rooms in an upper story of the executive mansion. Through the kindly assistance of the Hon. William H. Hunt, then secretary of Porto Rico, and Hon. W. H. Elliott, secretary of the interior, rooms were selected for this department in the Intendencia Building, on Plaza Alfonso XII, and into these rooms the department moved September 1, 1900. The department now has seven rooms, large, convenient, and ample for the proper dispatch of its business. In addition to the necessary office room, one good room is set aside as a pedagogical library and another as a pedagogical museum. In the same building two additional rooms, convenient and commodious, are used by the supply and shipping department. Here are received all the books, charts, maps, and supplies for the schools of the island, and from here are shipped all the necessary equipments for the schools of the island.

The departmental organization includes, in addition to the commissioner, the following officers: Samuel B. Heckman, assistant commissioner; Enrique Hernandez, secretary; F. F. Bernard, disbursing

officer; John R. Wildman, bookkeeper; Charles G. Post, architect; Abelardo Gonzales, pension clerk; Eduardo Asensio, pay-roll clerk; Cony Sturgis, statistical clerk; Harry J. Tucker, supply clerk; Raquel C. Hoheb, Thomas M. Reynolds, Wilhemina L. Test, stenographers; Enrique Contreras, record clerk; Genaro Caparros, file clerk, Juan F. Gallardo, messenger; Amancio Perez, janitor.

The business of the department is dispatched with promptness and method. As a rule all insular mail is answered the day it is received. The mail of the department is seldom less than 100 letters per day, and frequently exceeds 200. The burden of attending to all this falls primarily upon the commissioner, his assistant, and his secretary. From them it is referred to the respective officers and receives immediate attention. The disbursing department has been prompt in paying all claims. No teacher has waited a single day for his salary after it was legally due. This fidelity and dispatch have created a wholesome respect for the officers and a most valuable object lesson to the people of the island. In some of the poorer mountain towns, where the circulation of actual money is limited, the teachers' salaries constituted the one reliable financial expectation of the community. This expectation is always promptly met.

The library attracts many persons, and the kindness of the department in giving assistance to hundreds of poor parents who seek school facilities for their children in the United States, combined with the great number of callers who wish to lay their troubles before the commissioner in person, taxes the time and the energy of the department to its limit. It has been, however, our steadfast purpose to meet all persons kindly, hear them patiently, and answer them promptly. It has been a great pleasure to me to have associated with me in this work such earnest, capable, and devoted assistants.

SCHOOL LAWS.

When civil government was created in Porto Rico the school law promulgated by Gen. Guy V. Henry was in force. The law authorized the granting of licenses to teach for five years. It did not require an examination of applicants, provided they held a Spanish or Porto Rican title. It gave power wholly to local boards to employ teachers. The power to control the teaching force was thus taken bodily from the department and placed with local boards.

The department during the past year rectified this condition in two ways: (1) By issuing a new one-year license to good teachers who held these now legally obsolete titles, and (2) by providing that all teachers must hereafter pass at least one examination in the legally specified subjects. The school law expressly provides that no teacher can seek employment in the public schools of Porto Rico who does not possess a legal certificate signed by the commissioner of education and bearing the seal of the department of education. This nullified all certificates issued under the military government and restored healthy and progressive conditions with reference to teachers. It silenced many political turmoils, it gave respect and force to the work of the department, it improved the teaching processes, and it removed many poor teachers from the schools. Under the same military law local boards of education were constituted. These were required to pay rent for teachers' home, select, rent, and equip buildings for school purposes,

and elect teachers for the schools. They have no power to assess or collect any money. They were entirely at the mercy of the *alcalde* and the *ayuntamiento* of the several municipalities. These municipalities were generally in debt and made no appropriation to the local board. Thus they were by law compelled to make contracts which by law they were helpless to honor. Thus the local board—the germ of local control and the beginning of democratic ideals in education—was discredited; and upon it was heaped abuse for defects they were in no way able to remedy and of which they were equally free from deserved censure. These local boards were generally made up of men who were without experience in the management of public business and wholly without knowledge of school duties. The better ones resigned and became hostile to local control; thus again the law prevented the normal growth of true education. These old boards have been replaced by new ones who are doing, with few exceptions, their duty as it should be done. But the old boards have left a debt upon their municipalities, aggregating approximately \$27,000, which the municipalities should at once pay. Teachers are in distress and houses are refused for school purposes solely because the law compelled the local board to incur debts without making provision for their payment. The legislature of Porto Rico, with a practically unanimous voice, passed a new school law prepared by the department. This law is now operative in all of its provisions.

Under the old system of education prevalent in Porto Rico before American occupation all the power was centralized and the schools were wholly under the control of the Spanish Government. Under ideal conditions, from the American point of view, the very reverse of this should be followed. The law just passed is a compromise between these two extremes. It aims to place the largest measure of control with the local authorities consistent with the efficient administration of schools. It retains in the hands of the commissioner, with discretionary power, a sufficient authority to continue the schools in spite of local indifference, should such indifference arise.

The law provides for the establishment and maintenance of a free system of schools under the direction and supervision of the commissioner of education. It provides for a school board in each municipality to be elected by the people, composed of three qualified electors, who shall be chosen for a term of three years, which officers are required to take an oath of office and to elect a treasurer who shall disburse their funds. They shall have charge of all school buildings in their district, erect and repair school property, rent buildings for school purposes, pay the rent of houses for the teachers, and in general perform such other duties as belong to a purely business board having in charge public property and public institutions.

Not less than 10 per cent and not more than 20 per cent of all moneys received by each municipality is set aside as a school fund, the exact percentage to be fixed by the *ayuntamiento* in each municipality.

In this way, for the first time, the school board will have funds to pay their obligations, and the school districts will become solvent. At the present time many of these boards are insolvent. They owe house rent, both for schools and teachers, and in some cases their inability to meet their legal obligations has resulted in great difficulty to obtain proper buildings in which to conduct the schools. This trouble will cease under the new law.

The election of teachers is provided for in the following manner: Each school board is required, before July 1, to nominate to the commissioner of education the names of the teachers whom they wish to employ, and within a month the commissioner must return this list with his approval or disapproval of each candidate, and the members of the school board shall proceed to elect, from the approved list, the teachers for their schools. This provision is in entire harmony with the best thought in relation to the selection of teachers for schools. The school board is naturally a business body. It can not know the professional equipment of teachers as the department of education must know their professional equipment. This gives the board the power to elect the teacher, but it also gives the commissioner of education the power to prevent the election of an unworthy teacher. The provision will also prevent partisan politics from entering into the selection of teachers; and not only in Porto Rico, but everywhere, it is a most unfortunate condition when a good teacher is prevented from securing a position solely because he happens to belong to a party different from the one in power in the district in which he seeks employment.

The school year is fixed by law at not less than eight and not more than ten months, and for the next school year it is proposed to have a nine months' term. Any district that wishes to do so may extend the term to ten months, such extension to be wholly at the expense of the district. This flexible provision enables an enterprising school board to increase the number of days the schools shall be open for the education of the children.

The law further provides that the teachers of English shall be selected by the commissioner of education and assigned to such duties in the respective cities as he may find it necessary and best for the interest of the schools. This provision is made necessary by the fact that in many of the larger cities the teachers of English are detailed to give specific instruction in the English language in the different grades, from the primary to the highest grade. It also enables the English teacher to take charge of the primary grade in the smaller places during morning hours and to give instruction in the English language in the other grades during the afternoon session.

In general the purpose of the law is to maintain the system in its most simple and vital form and to organize the schools upon a basis that shall become permanent on the island. Whatever power has been reserved to the commissioner of education may from time to time be turned over to the local boards, and it is the fixed intention of the department to increase the power of local control as rapidly as the conditions warrant.

At the present time the department is burdened with a tremendous mass of details which it ought not to be obliged to carry; but it has been thought best to assume all these obligations of detail in order that a compact and consistent organization of the system of education should be wrought out from the beginning. Blanks of various sorts have been prepared and distributed, copies of which are herewith appended, in order that the system may be effectively organized to the minutest detail. The department receives a monthly report of all important facts relating to each school. It receives this report both from the teacher of the school and from the supervisor upon his visit to the school. Every child on the island is given a monthly report

card to take to his home, upon which is written his progress in each of the branches, the number of days he attended, the number of days he was absent, and his conduct while in the school. Records of absence of teachers from their schools due to sickness or other causes are regularly sent to the office and inquiry into the causes of these absences instituted. The teachers and the people now have their system of education so organized that the exact purpose and function of the system will be well known and respected, and the schools justify their existence through the results which they accomplish.

This law has proven eminently satisfactory to the people. Its major provisions are pedagogically wise, and with few additions to meet growing conditions it may safely be regarded as a permanent basis in law for the operation of a successful system of schools.

The new law provides that a minimum of 10 per cent of all funds received by the municipal treasurer be transferred to the school treasurer as a school fund. This percentum is too low. It was based on last year's municipal budgets. These budgets, under the new revenue law passed by the legislature, were found to be inflated, and the insular treasurer has this year reduced them to an economic and stable basis. In doing this the amount of the school fund has been correspondingly reduced. In the meantime the expenses of the school boards have been increased to provide for the opening of above two hundred and fifty additional schools. These two influences have operated to the financial embarrassment of the school boards. They will have barely enough funds to pay their obligations; none to project new buildings, to repair old ones, or to purchase necessary desks and apparatus. The next legislature should increase this minimum to 20 per cent. This will force the various municipalities to make ample provision for the proper maintenance of all the schools. This is the only modification of the present school law that experience has demonstrated to be necessary at the present time. In the near future school boards, by and with the consent of the executive council, should be empowered to assess and collect a local school tax. The economic and educational value of such a law is increasingly apparent. The central government can not continue to provide necessary funds to meet the present phenomenal growth of education in Porto Rico. Local taxation must be invoked to aid. With these two sources of income there will still be urgent need of national aid. The United States will best serve the people of Porto Rico and will most rapidly achieve the realization of its highest hopes for Porto Rico by making annual appropriation from the National Treasury of a sum not less than \$300,000 per annum for ten years. This should be done. It would equip the island with proper school facilities for 150,000 additional pupils, being, in connection with the present enrollment, above 66 per cent of the school population of the island, and it would insure the lessening of illiteracy in decreasing ratio until the island would compare most favorably with any of the newer States of the Union. If the National Government, by an expenditure of \$3,000,000 in ten years, can replace ignorance with intelligence for 1,000,000 people, it is surely a wise and essential investment. This necessity is so apparent that I urgently press its importance upon all true patriotic people.

THE TEACHERS.

The power of any school is its teacher. The power of the system is the combined skill and efficiency of its corps of teachers. To build

the schools we must help the teachers. The department does this in a systematic manner. In addition to the Summer Normal Institute, the insular normal, and the teachers' institutes, we have monthly reports of the skill and efficiency of each teacher, monthly visitations to their schools, and extended correspondence upon all phases of their work. Through the supervisors, and also directly from the department, many volumes of pedagogic literature and literary and scientific works are sent to all teachers free. They are thus enabled to know the best things in their profession and are encouraged to apply these in their regular class work. The improvement in teaching methods has been most marked during the past year.

In Porto Rico we have four recognized groups of teachers—principals, graded, rural, and teachers of English. The first three groups, with few exceptions, are native teachers. The last group, with few exceptions, are from the United States. The approximate ratio is seven native teachers to one from the United States.

These native teachers I have had occasion to study, and, in many cases, to meet personally. I have also followed their work in the schools carefully. With some exceptions they impress me as a willing and devoted corps of teachers. They have never been given a good professional training. It was not available. They do not know American ideals and American methods. Some confusion has resulted, and not a few misunderstandings, because they were not working along what to the present organization seemed to be the best lines. It is gratifying to note that commendable progress is by many now showing itself in better teaching. The order and general organization of the schools is greatly improved; and what seemed to us uncouth service is gradually becoming commendable service. The teachers are beginning to realize that the life of the teacher is the most potent influence that touches the child in school. This must result in the teacher being an example of promptness, neatness, accuracy, industry, kindness, conscientiousness, and integrity. It must also impress upon the teacher that in his personal habits and actions, in school and out of school, he should be all that the child he teaches is to become.

There are some native teachers whose enthusiasm and industry are admirable. They have large schools crowded daily. I wish all the teachers might take example of them. I wish also to commend these for their earnest effort to acquire the English language and to teach it in their schools. We want the children to have and to use both languages. Dr. N. C. Schaeffer, State superintendent of public instruction in Pennsylvania, wisely remarks: "A man is as many times a man as he has languages in which to think." The linguistic opportunity of our teachers and pupils is unusually favorable.

The young teachers who have joined the ranks through the recent examinations are doing well. They quickly adopt the suggestions of the supervisors and as a rule have good schools. This shows itself in the large attendance and in the high daily average. I do not wish even to imply that the older teachers are not good teachers. Many of them are, and the department is glad to testify to their successful work and their loyalty to the new order of things. These teachers are most useful. They exert a wide and wholesome influence, and must be considered at all times in connection with the best positions in the system.

I regret to note that some teachers are not satisfactory. They are not satisfactory because they are not honest. One can readily sym-

pathize with a teacher who is faithfully striving to do his best at all times. But teachers who do not keep their schools open the full time required by law, who do not make truthful reports of attendance, who close their school under pretense of being sick and then go away to attend a fiesta or to visit in other districts, or who deliberately lock the school, turn away the children, and report the school open are not honest, and these we are dismissing as rapidly as we learn the facts.

I am constrained, also, to note what seems to me a most unfortunate lack of professional spirit on the part of some of the teachers. They are inclined to criticise rather than to help others. They are not content themselves and sow seeds of discontent in others. They can not control, so they deery. They resort to political prejudices instead of attending to business, and when the least occasion arises they appeal to the public in extravagant articles. Such action is of no assistance to anyone. It produces no good results. It uplifts no people. It can do the author no good. It is without warrant or excuse. The department is not so much concerned in these affairs for its own sake as it is for the sake of the teachers of the island. They deserve better professional standards, and for the sake of the many the career of this few can not long be countenanced. True, helpful, constructive criticism is always of use, provided only it is made by friendly minds who love the schools more than they love their own interests.

In general, the teachers have been patient, sympathetic, and satisfactory. They have not always done the best things; they are as conscious of this as we are, but they are trying to do what seems best, and the teacher who tries will always be helped, and in the end will succeed.

By military law one teacher of English, whose native tongue is English, must be employed in each city or town having a graded school. There were 67 such positions last year. How many were filled under this law I am unable to state; but during the current school year, beginning October 1, 1900, more graded systems were in operation, and in each case at least one American teacher is employed, and in some cases bright young American teachers have so mastered the Spanish as to secure positions in the higher grades and principalships of the schools. The total number of American teachers now engaged in the schools is above 100, and the demand is for more, provided they know enough Spanish to instruct the children in their native tongue.

These American teachers at the outset were mostly young men who came to Porto Rico with the American army. None of them knew Spanish, and some of them knew little English. Gradually the quality was improved by the addition of groups of teachers, mostly women, from the United States. These the military government carried free to and from San Juan and New York. The same assistance was generously continued by the Hon. Elihu Root, Secretary of War, until the transport service was discontinued in June.

These teachers were selected solely upon application and testimonial, and were not always desirable persons for the work nor typical representatives of the vast army of American teachers, but some of them merit the warmest commendation and the greatest respect. Under circumstances most unusual and conditions most unpropitious they entered upon their labors and did nobly. Living often in a remote village, without a single associate who spoke the English language, they struggled on and accomplished much good.

One group deserves no credit—the seekers after novelty and new experiences, mere adventurers, who imposed upon the administration and the children, and who used the salary and position of teacher solely to see a new country for a year and then return. Fortunately these are gone, and the better teachers remain to carry on a really helpful and arduous task. The people of Porto Rico have patiently borne with these adventurers, and quietly longed for their departure. What the schools need above all else is a trained body of earnest teachers who come to help, and who know what it means to sacrifice for a great cause.

This year, in addition to those who have been reelected, about 50 American teachers have been selected and they are now entering upon their duties. These have some knowledge of Spanish. They are graduates of leading universities, colleges, and normal schools, have been successful teachers in their respective States, and are for the most part young men and young women of ability and discretion. It is confidently believed that these teachers will do a great service to the schools of Porto Rico.

Under the military law these teachers of English are called “kindergarten teachers,” and the idea was widely circulated that these teachers from the States should be and were trained kindergartners. The term “primary teacher” was held in reproach, and as a result the people were given a false idea of both kindergartens and of primary schools. As a matter of fact, only a few trained kindergartners came to the island. Teachers of all grades of American schools, young women from normal schools, young men from colleges, with no experience whatever in any kind of teaching, and in some cases young men with no training in any higher institution and with no experience in teaching, went into the towns as kindergarten teachers. Some people in Porto Rico were well enough acquainted with educational systems to detect this fraud, and the reaction in places was by local school authorities to declare their opposition to employing kindergartners—i. e., American teachers—for this year. Porto Rico is not yet ready for the wide introduction of the kindergarten. In a few cities such an institution has a legitimate function, and in these it will be founded. Some one is responsible for this unfortunate travesty in true teaching. Historically the kindergarten came late. Froebel did not publish his *Education of Man* until 1826. The first kindergarten was opened at Keilhau in 1817. Before this time the schools of the world did some good, and did it without the kindergarten gifts or methods. Pedagogically the kindergarten is the last refinement of a highly organized system of education that proposes the entire education of the child for the most complete social, industrial, and civic activities. It is distinctly a socializing institution. It aims to organize the social life of the child, as exhibited in play, into constructive and educative processes. It presupposes other educational agencies and a home life so intense in its limitations as to demand a counter influence that shall make for social altruism. It is an admirable conception and a potent influence for the child's well-being; but it represents an educational specialization wholly out of proportion to the needs of this people at present. Here are thousands of children, half clothed, half fed, half housed, half homed. They do not know how to read and to write; neither do the people around them. At least 80 per cent of all the people are illiterate. The crying and current need is a school that can

reduce this appalling illiteracy. To teach children to read, to write, to count, and to love home and country well enough to honor them and enrich them in all domestic, social, and national virtues, and to put discipline where discord now prevails is the problem.

Later on the more specialized forms of education must be gradually taken up. Historically, pedagogically, and even practically, then, this kindergarten idea for Porto Rico is wrong.

These American teachers know little Spanish. The children know no English. The people are anxious to have their children acquire the language of the United States. They also love their native tongue. The curse of illiteracy must be removed. The schools must do it. These teachers from the United States must teach these children the language of the United States. They must also teach the native teachers how to acquire and to impart the English language. The native teachers can teach the Spanish language, and need only for this work the example and direction of trained professional teachers. No teachers of English go to the rural schools. The salary, the lack of Spanish, and the condition of living preclude them. These schools are now taught wholly in Spanish. The normal school and other agencies must speedily give the teachers of these schools a knowledge of the English language, that all the children in the schools may have instruction in both languages. This change can not be accomplished in one year, but it can be commenced, and in less time than one may suppose these teachers will be able to accomplish decided results. The Spanish language will not and should not disappear from these schools. In Pennsylvania it required generations to put English and English only into the schools. In New Mexico the facts are the same. It will be a hindrance, not a help, to deprive these people of an opportunity to acquire both languages.

The salary of an American teacher was fixed by military law, and is far from just or adequate. In cities of less than 5,000 population the salary is fixed at \$40 per month for nine months. In cities of 5,000 population or more the salary was fixed at \$50 per month for nine months. When this law was announced the War Department obligated itself to give these teachers free transportation to and from San Juan and New York. This transportation was withdrawn June, 1901. Thus, the salary of an American teacher, which, at the outset, was wholly inadequate, suffered a reduction of \$100, the cost of transportation. Anyone at all conversant with American education knows that teachers of good training or successful experience can readily command more than the amount fixed by law for such service here. We were compelled to employ only the inexperienced, the roving, the rejected teachers from the States. This is not wholly the case. A few admirable teachers have come that the climate may restore their shattered constitutions, and a few others have come as a solemn and sacred sacrifice for the Americanizing of the people of Porto Rico. These are true patriots and are worthy the highest commendation. The teacher who braves a strange climate and a new environment for the good of those to be served is as much a patriot as he who in time of war carries the starry banner to victory.

There is yet another menace in this limitation. The opening of commercial relations with our new insular dependencies has opened a new avenue for teachers who understand the Spanish language. These teachers remain here only long enough to acquire the language, and

hasten home to fill important positions in American schools at greatly increased salaries, and the island must take a new group and suffer the consequent results. The teachers who come here and acquire the language should be paid a salary commensurate to their services, and should not be tempted by a larger salary to return to the States. Early legislation upon this matter is of vital importance to the future of the schools of Porto Rico.

The department suffers from another unfortunate condition. The military law demanded one teacher of English in each graded school, but it did not give the department the power to appoint the teacher. That power is vested in the local board of education. They may appoint any teacher whom they see fit to select. The department is wholly at the mercy of local control. The commissioner must write to the teachers in the States, guarantee them a fixed salary, secure for them transportation, bring them to San Juan, and then trust to the local boards to ratify such choices by election. In the meantime some other American teacher, holding a five years' license from the insular board of education, secures the place, and the department is obliged to seek a vacancy elsewhere. All this causes vexatious delay and great embarrassment in the assignment of teachers. Evidently the power that selects and provides the teacher should also have the power to appoint the teacher. It is but fair to the majority of the local boards to add that in most cases this does not occur, due not to the law in the case, but to the good faith of these officers with the department.

Under the same law these American teachers are to be given living quarters or an allowance in cash for such quarters at the expense of the local board. In many cases this has not been done. Contracts were made, but the rent was unpaid, and the teacher was obliged to pay from her salary the rent or leave the rooms. The department has almost daily complaint of unpaid allowances to American teachers. Under the present school law this is wholly changed. This condition will now be greatly improved. The salary is increased to \$50 per month and the house rent guaranteed by law will now be paid promptly. But more important than this is the fact that the American teacher is now welcomed throughout the island and in many instances prominent citizens have offered a home free to the American teacher in order to have the influence of such a teacher in the community.

The teachers who have come from the United States have been distributed into all parts of the island. Before they have gone to their work the department has impressed upon them the importance of adjusting themselves to the conditions that now prevail in Porto Rico, and urged them to live as close in sympathy and in helpfulness to the people as possible.

Most of these teachers are young people with little experience as teachers, but with splendid enthusiasm and the true spirit of sacrifice for the sake of others. They have been successful. They have been met by the people with open-hearted hospitality, and they have found their place in the system of schools without friction or delay. Many of these teachers are giving special lessons in the evenings and on Saturdays in the English language. One who has just written me says:

I have in my evening class a lawyer, a doctor, two planters, the teachers of the city, and a number of young clerks in the stores.

In this way these American teachers are earning for themselves not only the respect and cooperation of the better people, but also a sufficient fund to defray their expenses. One teacher who has been on the island two years has earned enough by extra teaching to defray her entire expenses. And, in general, any reasonable and tactful person who understands how to adjust himself or herself to new conditions will find here a hearty welcome and a large field for usefulness. Those who have come in the spirit of criticism, or because they were not wanted at home, or because they felt they were making a great sacrifice to give up so much for the sake of coming to Porto Rico have not seriously impressed themselves upon the system of education and will not long remain connected with it. It is true the world over that a good teacher always has the cooperation of his community and the support of the best people in it.

TEACHERS' COMMENTS.

It may be of interest to view local educational conditions through the eyes of the American teachers, to whom, in March, 1901, a letter of inquiry was sent as follows:

MARCH 20, 1901.

DEAR FRIEND: You have now been in Porto Rico long enough to form some opinion upon the following topics, and I am anxious to see our work through your eyes. Will you, therefore, write me at your earliest convenience a letter giving me your opinion upon the following points:

1. Your first impressions of your work as a teacher and of your surroundings as such.
2. Your experience with the other teachers associated with you.
3. Your experience with the pupils in the school.
4. The value of the services of the English supervisor.
5. Your opinion of the schools at the present time as compared with them when you first began to teach on the island. Is there any progress? Are the children learning? In what particular directions do they show the greatest aptitude? What are your greatest obstacles? Is there any special hostility to your work? How is your room equipped? Have you sufficient books, sufficient supplies? Are the books and supplies more numerous than when you first began to teach on the island?
6. What suggestions have you to make for the improvement of the schools from your point of view?
7. Are you willing to remain here next year to teach? If so, where would you like to be placed?
8. Add any additional statement touching upon any problem which has interested you and which you think would help me to form an intelligent judgment upon the work as you have found it in your community up to the present time.

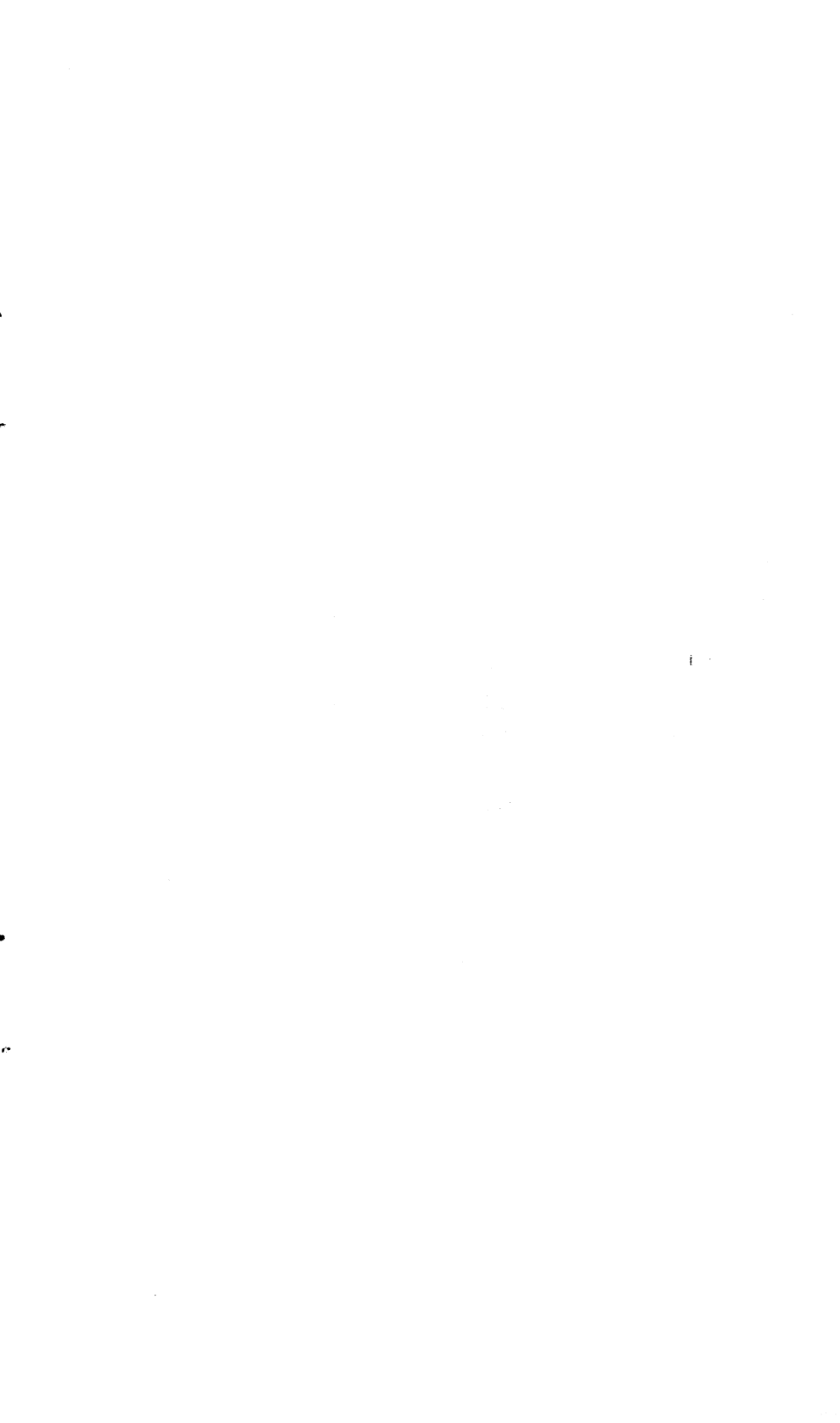
I shall be very glad to hear from you, and beg to remain, with the sincere desire to help you in every way in my power,

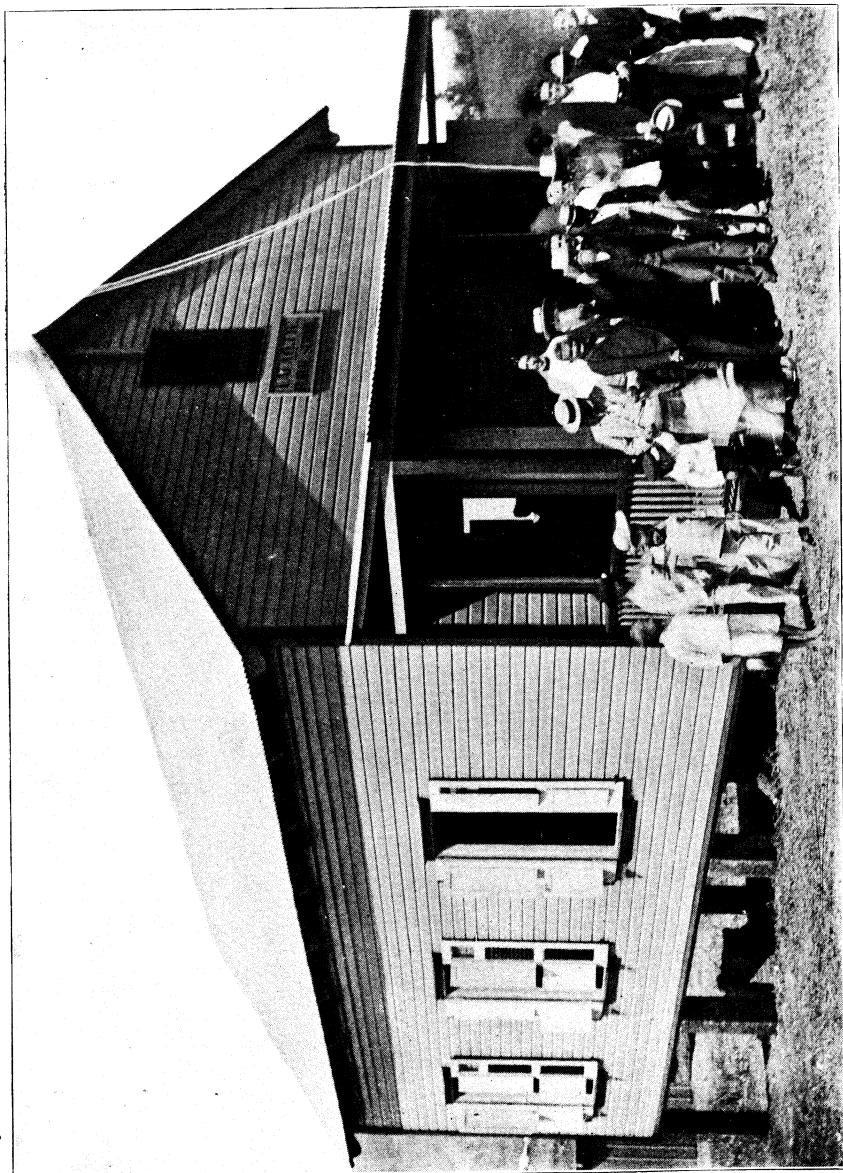
Very truly, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

To these questions we received almost one hundred answers. These were carefully studied, and when it was deemed advisable the suggestions of these teachers became the basis of modifications in the work in some sections. I believe that it will be valuable to submit what seem to be typical answers, mirroring as they do the concrete face-to-face conditions now prevailing in the school work here. A careful study of these reveal the limitations under which school work is done in the island. The general tone of the letters is hopeful, and in many cases they present facts that indicate unmistakable improvement and a growing public concern in education.

"My first impressions of my surroundings and work were favorable, as I had been led to believe much cruder conditions existed. To be introduced to one school con-





A TYPICAL SCHOOL.

taining an organ and another a piano was a very pleasant surprise. I also found the children much further advanced in English than I had anticipated."

"My surroundings surpassed all expectations, the schoolroom being fitted with modern desks, a blackboard, and other necessary school apparatus. I have always had abundant supplies, such as pencils, books, writing material, etc."

"My first impressions were discouraging; my room being a primary class, and, having been organized since January, it seemed in a chaotic state. Being unable to speak Spanish fluently, I felt handicapped, and was impressed with the magnitude of the task. My surroundings were very pleasant."

"My first impressions of my situation were pleasant and my reception by the people exceedingly agreeable, but when I began teaching I was very much hindered by lack of apparatus."

"When I entered the schoolroom the only furniture which I had was two long tables and four long benches, a small strip of blackboard, two charts, slates, and pencils. The room was very small, warm, and dirty. Adjoining this room was one of the same size. The supervisor had the partition taken down. I had this large room whitewashed, bought pictures from the Perry Picture Company to decorate the room; also obtained some flags to help decorate. I then told the children to bring some plants, and we have now 13 nice plants. I hire a little boy to sweep my schoolroom every day and to wash the floor on Saturdays. The children like their schoolroom, and I feel more than repaid for the pains I have taken when I see their bright and happy faces and think what kind of homes some of them come from."

"My first impression of the town in which I taught last year was one of disgust, and something like fear at its squalor, isolation, and strangeness. My first day in school so wrought upon me that it made me ill. All the pupils studied and talked at the top of their voices, the professor smoking and talking at the same time. Older pupils were instructing younger ones in groups about the room, each trying to drown the noise of the others. Such confusion! My supervisor asked me to reorganize the school and to supervise the work. I arranged programmes for the other teachers and myself, and induced the teachers to instruct the pupils in classes instead of allowing individual teaching by the pupils. System greatly lessened the din, but the question of order continued to be a difficult one. English had been studied for a few months before my arrival, and teachers and pupils were able to translate the first dozen pages of the text-books, but the pronunciation was unintelligible. The pronunciation was always bad in that school. It seemed impossible to correct the errors to which they had become accustomed. In arithmetic pupils were hampered by the English text and their lack of experience in mechanical work. Very little progress was made. The change in the management of the school was not popular, and about one-third of the pupils dropped out, but those who remained were good workers, and I could see at the end of the year that, though they knew little English, they had gained in power of self-control and study."

"My first impressions of work and surroundings were more satisfactory than I had expected."

"My first impressions as a teacher, and of my surroundings as such, were far from being pleasant, owing to the great lack of good and pure home influence, which made my work very arduous and disheartening."

"The Porto Rican teachers with whom I have been associated have been patient with criticism, and anxious to understand what is required of them, but they have lacked firmness in the execution of their plan of work and in the government of their schools. I have never known one to manifest an interest, either outside or inside their schoolrooms, that would induce pupils to attend more regularly or punctually, or encourage a parent to send children to that school."

"The native teachers are the only ones with whom I have been associated in school work. They have been very courteous and kind without exception, also ready to supplement my efforts as teacher of English. The American teachers whom I have met socially have been cordial and friendly."

"I aroused the hostility of the teachers in Gurabo by insisting upon six hours' work. As they had been in the habit of teaching but four or five hours, they declared war at once. My experience with the teachers here afterwards has been of the pleasantest."

"The Porto Rican teachers have always treated me with kindness, and have seemed desirous of adopting the methods I use in my school. This is especially true of the

lady teachers in the same building, who make a practice of scrutinizing my blackboards for suggestions."

"My experience with the other teachers associated with me has been most gratifying, all showing great ambition to adopt the new ideas imparted to them, and displaying great intelligence in their desire to acquire the English language."

"I find the children bright and good-tempered. Most of them have never been under any kind of discipline, and are careless and lacking in self-control. They are not bashful; they have so little self-consciousness that it is hard to control them without resorting to physical means."

"As to the pupils, poor little things! When one thinks of the homes they have come from and the new experience which a nice, clean, well-conducted school is to them, it is really wonderful the way they behave. In the three months I have taught I have never heard or seen any disorderly or disobedient conduct, and I visit five classes daily."

"With the exception of some of the older girls, I have found the pupils obedient and exceedingly desirous of learning English. The task of disciplining the girls was a very disagreeable one on account of their desire to run affairs and their objection to being criticised. At present, however, this spirit has almost entirely disappeared and I have little trouble in securing obedience."

"Concerning the pupils in the school I must speak in the best of terms. Although the majority lack what I consider the bringing up which they really need, yet they are obedient in general. Overtimid and very respectful to me in school, and on the street calling to me and addressing me in English always."

"With the pupils of my room I have had no serious difficulties. Naturally they are of a very restless nature, and, as some are little tots who have entered school for the first time, they are inclined to talk some before thinking. They are always willing to help me in everything."

"My pupils I have found docile, easily managed, and intelligent, but for lack of beauty in their studies they are very easily tired and soon lose interest in their lessons, unless one is continually changing the manner of presentation."

"I have found the pupils kind, bright, and willing to learn, somewhat restless and nervous, but on the whole obedient."

"Aside from the mechanical duties connected with supplying schools and conducting them, the chief value of the supervisors I have known seems to be in the manifestation of authority caused by their monthly visits, which tends to make teachers feel responsible for work required. The supervisor being a person with knowledge of school work, he can supplement the judgment of the principals with suggestions drawn from his own experience."

"The services of the supervisor are indispensable. Supervision is doubly essential during the transition period. I think Americans are more capable of supervising the American system than are Porto Ricans."

"The services rendered by the supervisor are invaluable. The progress of the schools on the island is due, in a great measure, to the thoroughness of the work of the supervisor."

"The great effect and influence of the supervisor on both the teacher and pupil is so great that their services can not be too highly appreciated. The knowledge that there is one who takes an active interest in the progress of the duties on hand, who can be consulted over some perplexity or suggest some improvements in case of error, is most encouraging and helpful to a teacher. To the pupil the presence of the supervisor in the school room imparts a sense of respect toward the teacher and a feeling of responsibility in the preparation of their studies."

"In regard to the supervisor, I can find no fault. The school receives all which I believe lies in his power to furnish. He has much to attend to and attends to it well."

"I would like to see the supervisors selected from the normal school graduates' ranks with a practical experience as teachers. Their duties should be arranged to allow of their giving practical lessons to the native teachers, especially in the rural schools. If this is impracticable, then an assistant should be appointed to do this work. The supervisor is a very necessary but too busy being to do all that's needed."

"To the success of the English teacher the supervisor is an absolute necessity. I attribute the support I received here from the other teachers in great part to his efforts. In general, here, he seems to act as a sort of balance wheel to the whole machine."

"Speaking personally of the supervisor of this district, I wish to emphasize especially the value of his services. His monthly visits bring an inspiration and stimulus both to the teacher and pupils."

"If the supervisor be a man of tact, his services would seem invaluable. The teachers I have met in this district are anxious to meet his wishes in every particular. I think the districts are too large. There are but twenty school days in a month, and it seems to me impossible for a supervisor to properly visit forty or fifty schools each month."

"The schools of to-day are so far in advance of what they used to be as to be hardly recognizable as the same institutions. Before, it was almost a disgrace to go to a public school; to-day, the best families send their children. The children are doing well. Our rooms are very badly furnished—old-fashioned desks, and not enough even of those—so that when you put all the class to write on their slates they have to double up. The books and supplies are sufficient and we get all we ask for."

"The children in my class room are learning and show the greatest aptitude in arithmetic and reading. The room is nicely equipped and I have all the supplies that I need. For the improvement of the schools, I would suggest that another class room be opened for fourth-grade studies."

"There has been marked progress made in the school during the year. The children are all learning, some more rapidly than others, this depending both on the capacity of the pupil and the character of the teaching done. The children seem to have particular aptitude for memory studies. Have had to guard against rote-learning in the teaching of reading."

"My greatest obstacles are irregularity in attendance and poor furniture. There is not the slightest hostility to my work. I am encouraged rather than discouraged. My rooms are poorly equipped, as I have only plain hard benches and no tables or desks, so that perfect order and the best work are impossibilities. There are plenty of books and supplies."

"The schools have vastly improved since I began to teach, and there is marked progress. The children are steadily advancing in their studies and show most aptitude in reading. My greatest obstacle is the irregularity of their attendance, which is owing to the little interest taken by the parents or relatives. The only hostility to my work has come from not allowing the children the use of the books supplied to the school at their homes."

"The children are advancing. They show a great desire to become teachers and to go to the United States to study. My greatest obstacle is lack of furniture. There is no special hostility to my work."

"My room has four very long, low benches for seats and four high ones for desks. If the children had individual seats it would be easier to keep order. I have a large table and an old cane chair, partly broken. A very small cupboard with a very poor key. I am obliged to enter through the other rooms because there is no lock on my door, consequently I can do no work in my room early in the morning. I have books and supplies enough, such as they are. They are about the same as when I first came."

"I have met with no hostility. Those parents hostile to the American system send their children to private schools. My equipment is very good with one exception, my table is made of a couple of old desks with a blackboard across them. Books and supplies increasing all the time."

"The schools at present are better equipped for work than they were last year. I believe most American teachers here now have some knowledge of Spanish, and the native teachers have adjusted themselves somewhat to the new order. Books and materials are more abundant than they were last year."

"The lack of sufficient room and adequate furniture, together with improper sanitation, has made the school more unpleasant in this respect than the one in which I taught last year. It is badly graded. Another obstacle is the home influence. It requires a great deal of attention devoted by the teacher to both parents and pupils

to induce regular and punctual attendance. The children learn well. I have not noticed any special aptitude for any subject. I have never had reason to suspect hostility in my work."

"The greatest obstacle to my work is irregular attendance. Parents keep their children out of school on the slightest provocation, hence if possible I would suggest the enforcement of a compulsory education law."

"The handwriting is worthy of praise. All their work on slate or paper is neat and legible, and some of it is beautiful."

"My greatest obstacle is the irregular attendance. This is due to poverty, lack of clothing, rainy weather; many children live a long distance from the school, and religious festivals."

"The greatest obstacles are inattention, irregularity in attendance, inability to concentrate mental forces. I know of no hostility to the work."

"The schools of this district are in a better condition than they were six months ago—more material, a better understanding of the new system of instruction, and a greater willingness to fulfill its obligations. Progress is more rapid in some studies than in others, arithmetic especially being difficult to teach, but ascribe this more to neglect and inferior teaching under former system. Already I have awakened a live interest in this study and I believe will soon be as much to taste and interest of pupil as English, geography, or history."

"It seems to me that in reading, writing, drawing, singing, memory work, and nature study, they show the greatest aptitude."

"Comparing the schools now with what they were when I commenced teaching here, I can truly say great progress has been made. We have every reason to feel encouraged. I must not forget to say, also, that the children are better treated now. When I came here the teachers were in the habit of striking them over the head a great deal. As far as I know there is no more of that form of cruelty. There has been no improvement in the sanitary conditions. I assuredly do think the children are learning, and infinitely more than they ever would have learned had the island remained under Spanish domination. Having only taught English last year and the so-called kindergarten this year, I scarcely feel competent to say in what particular direction the children show the greatest aptitude. My little ones seem to take to numbers more readily than reading. I think the greatest difficulty I have encountered is the lack of punctuality and regularity in attendance. Neither parents nor children seem to have any idea of time or of the value of time. My room is very well equipped now, and the books and supplies are much more numerous than they were last year. In fact, I sometimes think we have an 'embarrassment of riches'."

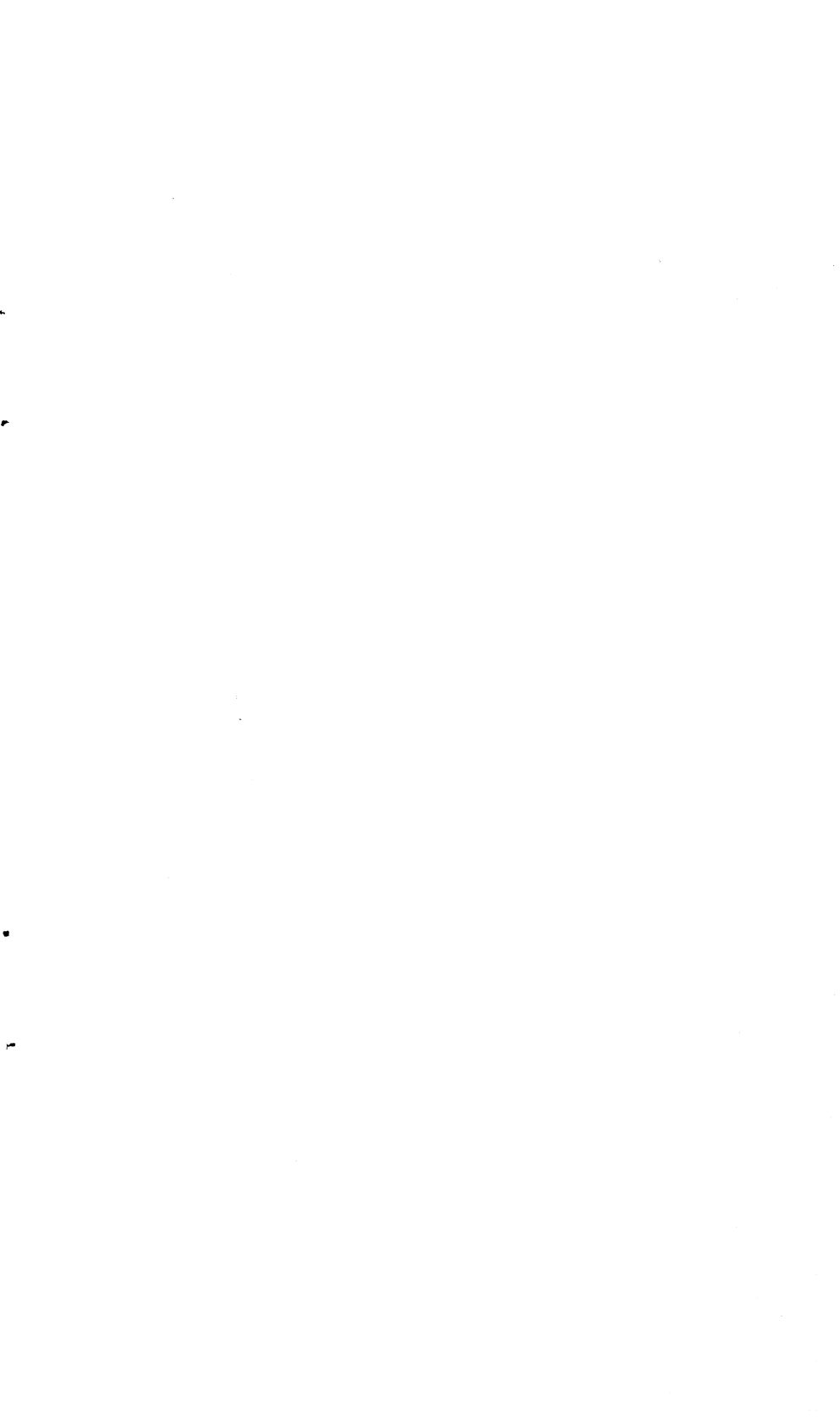
"The children are certainly learning. They seem most apt in English reading—perhaps because they are so eager to learn the language. The greatest obstacle has been my little knowledge of the Spanish language; others, the lack of proper accommodations and material to work with."

"In my opinion the schools of to-day are much more advanced than when I began to teach in the island. There is great progress, and the children are learning as well as can be expected. My pupils show the greatest aptitude in their number work. They are very quick to answer the simple problems I give them."

"In the short time I have been here I see a marked improvement in the organization. The teachers have a better knowledge of what is expected of them. The school work goes with more regularity. This is progress. The children are learning English, for which in my room they show the greatest aptitude. The greatest obstacles are bad discipline and irregular attendance."

"So far as I can observe there certainly has been marked progress in the schools here this year, and the children without doubt are learning rapidly. The chief obstacles to more rapid progress here are the 'newness' of the whole thing to them, and the ignorance which prevails in their homes. But the people in the vicinity seem exceedingly well disposed toward the schools, and the local board does all in its power to help us. My room is well equipped with sufficient desks for all, part of them homemade, the rest second-hand American desks. In regard to supplies, I have never yet asked for any which I have not promptly received."

"With a view to improving the schools, I think the school year should be ten months. A vacation of three months is an injury to the pupils, and besides there are many practically unavoidable absences during the year. Another thing that I con-





A GROUP OF TEACHERS AND PUPILS.

sider important is that every American teacher who comes here should be able to speak Spanish. No teacher who lacks the ability to speak the language can do justice to his work here. I think something should be done in the way of physical culture. These children are greatly in need of it. Some simple instruction in physiology and hygiene is desirable. Above all we want schoolhouses. Give us a properly equipped schoolhouse in this town and in a year we will show you a school equal to the best school, private or public, in the United States."

"Good schools, sufficient equipment, and adequate schoolhouses are the essentials for the best instructions."

"There are many, many children here that could not be taken in school this year as there was no room for them. I think there should be another school here next year so as to give all the children an opportunity."

"Better rooms and furniture would be a decided advantage. The English teacher should not be obliged to go from room to room to teach. A teachers' institute should be added to the teachers' yearly programme at the earliest possible date."

"The publication of a monthly professional leaflet for the instruction, mutual benefit, and drawing together of the teachers and the department. The institution of some mode of giving practical lessons to teachers in methods of work, etc. I would respectfully suggest the appointment of an assistant supervisor in each district. English teachers should not teach regular classes as well as English. The time will not allow of justice being done to the children. That a careful grading of the children take place at the beginning of the school year and that the children once graded be not promoted till the end of the school year or till the work of that grade be concluded to the satisfaction of the teacher."

"I would suggest compulsory attendance. At present parents send and remove their children from the schools at their pleasure, which break in the children's duties is most detrimental to their progress, sense of order, and respect to the teacher. The want of suitable schoolhouses is greatly felt. The room in which I hold my school, although not of the worst, does not possess the required conveniences."

"My suggestion is in the nature of a caution that material and supplies be not too abundantly supplied to the pupils lest they may undervalue them. If any plan can be devised for earning certain privileges through honest effort, not always by excelling in results, it might be a factor in their moral education."

"For the improvement of the schools these things seem to be necessary: More schools, and those with suitable furniture; compulsory education; trained supervision; more trained teachers. If it were possible, I think an industrial training would be of the utmost advantage. At least we might have manual training."

"I have been meeting about twenty of the teachers of San Juan schools on Saturday morning for discussions on methods of teaching and I feel that they have all shown a strong desire to advance in all pedagogical subjects. I would suggest that more such classes be formed next year in order to give those teachers who so desire a chance to study and advance."

"The local school board might take a little more interest in the furtherance of education in their localities. The enrollments have greatly fallen off, yet the streets are crowded with children."

"The singing of patriotic songs immediately after each roll call should be made compulsory."

"Another feature, experience of the past year, brought forcibly to my attention, is the influence of the native teachers' control over the attendance. If the teacher is liked, the children attend school; if not, the reverse, and this liking is the outcome of the standing of the teacher, personally, the family politically, and antecedents generally. An arrangement whereby the municipalities or the guardians of the children might be made responsible for the loan of books by the teacher, to the more advanced pupils would, in my judgment, materially promote progress."

TEACHERS' INSTITUTES AND SUMMER SCHOOLS.

Report of institutes for teachers.

Place.	Date.	Days.	Teachers enrolled.	Attendance.	Remarks.
San Juan	June 25, 26	2	40	Fair	Failure.
Caguas	July 2-6	5	.....	.....	Do.
Aguadilla	July 9-13	5	27	Fair	Do.
Mayaguez	July 16-20	5	30	Good	Successful.
San German	July 23-27	5	36	do	Do.
Yauco	July 30-August 3	5	38	do	Failure.
Ponce	August 6-8	3	46	do	Satisfactory.
Coamo	August 9, 10	2	11	Fair	Failure.
Guayama	August 13-17	5	25	Poor	Do.
Humacao	August 20-24	5	24	Fair	Very satisfactory.
Fajardo	August 27-29	3	24	Good	Satisfactory.
Rio Piedras	August 30, 31	2	.....	Poor	Failure.
Vega Baja	September 3-6	4	31	Excellent	Very satisfactory.
Camuy	September 6-8	3	26	Excellent	Satisfactory.
Arecibo	September 10-14	5	23	Fair	Unsatisfactory.

At the close of the fiscal year 1899-1900, \$17,756.09 of the money available for salaries of teachers was unexpended. This was due to the fact that there were not as many schools opened as the funds made possible. This money was apportioned in unequal sums to the different municipalities, depending upon the number of schools they failed to open under the law.

So far as reports have reached this department they are herein given, but they are by no means complete. The total cost of these schools was \$17,779.

Report of summer schools for July and August, 1900.

JULY, 1900.

No.	District.	Graded schools.	Rural schools.	Days in session.	Boys enrolled.	Girls enrolled.	Total.	Left during session.	Admitted during session.	Teachers.
II	Piedras	2	1	22	110	38	148	9	6	3
IV	Humacao	1	.....	22	38	.....	38	2	.....	1
	Yabucoa	4	2	22	124	41	165	12	14	6
VII	Ponce:									
	San Isabel	7	.....	22	275	93	368	25	17	7
	Playa	4	.....	22	88	89	177	18	6	4
	Vives Str.	5	.....	22	61	162	223	20	14	5
	American	6	.....	22	100	136	236	10	8	6
X	San German:									
	Maricao .....	.....	1	22	35	18	53	3	1	1
XIV	Arecibo:									
	Utuaño	3	3	22	136	111	247	22	4	6
	Adjuntas	3	2	22	150	101	251	30	26	5
XV	Vega Baja:									
	Vega Alta	1	2	22	135	19	154	9	4	3
	Manatí	1	3	22	91	37	128	49	43	4
	Ciales	1	3	22	161	50	211	3	7	4
	Morovis	2	4	22	208	35	243	35	5	6
	Total	40	21	22	1,712	930	2,642	247	155	61





SUMMER INSTITUTE. ASPIRANTS IN GEOGRAPHY.

Report of summer schools for July and August, 1900—Continued.

AUGUST, 1900.

No.	District.	Graded schools.	Rural schools.	Days in session.	Boys enrolled.	Girls enrolled.	Total.	Left during session.	Admitted during session.	Teachers.
II	Piedras	2	1	23	85	38	113	.....	6	3
IV	Humacao	1	.....	23	36	.....	36	.....	.....	1
	Yabucoa	5	1	23	202	41	243	.....	37	6
V	Caguas, Cidra	2	3	23	128	93	221	19	5	5
VI	Guayama:									
	Hato Grande.....	4	2	23	182	127	309	47	4	6
VIII	Ponce:									
	San Isabel	7	.....	23	253	81	334	28	36	7
	Playa	4	.....	23	86	91	177	4	8	4
	Vives Str.	5	.....	23	67	166	233	3	5	5
	American	5	.....	23	65	113	178	18	5	5
X	San German:									
	Maricao	2	.....	23	50	42	92	5	.....	2
	Manillas .....	.....	2	23	55	47	102	2	.....	2
	Lajas	2	5	23	213	72	285	10	24	7
	Cabo Rogo	3	.....	23	72	67	139	2	2	3
XIV	Arecibo:									
	Barceloneta.....	.....	1	23	55	.....	55	.....	.....	1
XV	Vega Baja:									
	Vega Alta	1	4	23	174	41	215	5	5	5
	Manati	1	3	23	116	54	170	26	21	4
	Ciales	2	3	23	178	87	265	17	17	5
	Morovis	2	4	23	186	51	237	8	13	6
	Total	48	29	23	2,203	1,211	3,404	194	188	77

EDUCATIONAL MEETINGS.

In the budget of the fiscal year 1899-1900 the sum of \$2,500 was set aside for salaries of instructors at teachers' institutes and an equal sum for traveling expenses and maintenance. As stated heretofore, \$3,036.06 of this fund was expended in the so-called summer institute. The remainder of the sum was available for my own management during the remaining nine months of the fiscal year. No public sentiment had as yet been aroused. The schools were regarded as institutions imposed upon the people for reasons not to them apparent. It was vastly more important in this crisis to create popular sentiment than to discuss methods of teaching. The great fundamentals of an educational propaganda were needed. The future of the schools depended upon removing the inertia and the caustic criticism so rife in the island. The cry that "two years of schooling was already wasted" had to be silenced. It is silenced. One can travel throughout Porto Rico to-day and find no such hopeless cynicism. The only adverse discussion now comes from those who have found that their own immorality, incompetency, or negligence has caused them to be dismissed. The schools are infinitely better for such self-disgraced critics, and the people know it now as they did not know it one year ago.

As soon as the legislature adjourned I addressed myself to the problem of visiting the island and laying before the people what seemed to me to be the most important educational problems with which at the present time we have to deal. It seemed wise also that at least one or two good American educators should accompany me on this campaign

and help to impress upon the people and the teachers the principles which we believe to be most valuable and helpful. To this end I secured the services of two distinguished men, the Hon. O. T. Corson, ex-school commissioner for the State of Ohio, ex-president of the National Educational Association, and editor of the Ohio Educational Monthly, and the Hon. Henry Houck, for many years deputy superintendent of public instruction for the State of Pennsylvania. These two men are among the best known educators in the Union, and have, perhaps, with few exceptions, addressed more teachers than any other instructors now before the public. Having had wide experience in administrative problems, they were especially equipped to serve the people of Porto Rico. They volunteered their services without compensation, and reached the island on the morning of the 8th of March.

Five sessions were held with the teachers of San Juan and Rio Piedras districts on the 8th and 9th of March in the theater of San Juan. These meetings were well attended, considering the brief time they were announced, and the meeting on Friday night was especially large and enthusiastic. General educational ideas were presented, and the teachers especially were led to understand something of the purpose of an educational system. In this, as well as in all subsequent meetings, we were greatly aided by the splendid services of our interpreter, Dr. C. W. Drees.

On the 12th and 13th five sessions were held in the city of Mayaguez in the theater. These sessions were attended by teachers from Aguadilla district, Mayaguez district, and San German district, and the theater was packed during all the sessions. A more enthusiastic and successful educational meeting has rarely been held, and it was the unanimous verdict of all those who were present that the meeting had accomplished a vast amount of good. At the close of the afternoon session on the 13th we drove to San German and addressed an immense audience in the public theater of the city. The room was so packed that it was difficult to even find standing room, and many people were unable to obtain admission.

The next morning, after a very difficult drive, the party opened an institute at Yauco, remaining there for three sessions, all of which were well attended, the room being filled to overflowing, and after the night session the commissioner of education was obliged to go out into the public plaza and address over 500 people at an overflow meeting.

The next two days were spent in the city of Ponce, where the meetings were held in the *alcaldia*, and were attended by the best people in the city. It was necessary to employ policemen to keep people from crowding into the hall.

All of these meetings were arranged for by the supervisors of the respective districts, were carried out at the exact time, and in the manner most gratifying to the department.

About 300 teachers attended the sessions and at least ten times as many of the leading citizens of the southwestern part of the island. Everywhere the people were cordial, courteous, and hospitable, and it is believed that these unique exercises, really the first great educational mass meetings ever held on the island, will result in a vast amount of good by encouraging the teachers, by directing them more specifically in their work, by explaining to the community the purpose of the schools, by creating a public healthy sentiment in favor of popular education, and by stimulating the parents and the children into a



SUMMER INSTITUTE. ASPIRANTS IN HISTORY.

more steadfast devotion to the schools. Much of the success of the meetings, of course, is due to the efficient work of the supervisors and the arrangements they made for the meetings. At all the sessions the children sang the national hymns, and the members of the ayuntamiento, the alcalde, and the local school board attended the sessions and gave their cordial support to the work.

These mass meetings were all conducted on time. There was no delay at any point. To accomplish this I was obliged at times to compel good friends to allow us to continue our journey, although much entertainment was necessarily sacrificed to do so. Perhaps the loss in this was more than counterbalanced by the lessons of system and order that the chosen course developed. But this meant sacrifices that few of the readers of these lines can appreciate. To rise before daylight, to drive 20 miles before 9 o'clock through a downpour of rain, to travel roads that are a disgrace and a danger, to overcome at once the threatened delays from breakdowns and from untruthful and tardy servants, and to meet thousands of people in time, deliver three or four addresses each day, and all this in a tropical country among a people whose tongue is not one's own, gives but a partial view of the work undertaken and accomplished. The total cost of these meetings was less than \$300—wholly expended in traveling expenses.

A few incidents of this tour may not be amiss. My friends had, of course, no conception of the scope of the work being inaugurated throughout the island. Driving hastily from Camuy to Aguadilla, we suddenly rounded a turn in the road, and before us stood a poor frame structure about 12 by 16 feet, and without one pleasing or redeeming feature, save that an American flag fluttered in the trade winds. It was the flag that caught the eye and forced the inquiry from Mr. Houck, "What's that?" We stopped, alighted, entered the wayside shack, and lo! 42 bright and clean children beneath that flag were patiently conning their books, and a faithful teacher was trying to help young desires become mature possessions. It was all so sudden, so unexpected, so glorious, that my friend's eyes overflowed, his heart was enraptured, and the speech he made in that school by all of us will long remain a sacred memory. The children, perhaps, little understood the testimony their presence bore to the majesty, the glory, the power of an American system of education. Many schools were visited during the journey. This one was the first, the glorious revelation to my friends.

At Mayaguez beautiful words of welcome were spoken by a native teacher in good English, and the children of the town fairly overwhelmed our party with rare tropical flowers. At San German I was impressed with the mass of common people whose curious eyes filled every coign of the theater. In my remarks it seemed fitting to say that the free public school was infinitely more potent in lifting the island than all political discussion; that the product of the school, as it is known in the States, will most of all contribute to the speedy placing of a new star in the azure field of the glorious flag of freedom—the star of Porto Rico. This hint at statehood was instantly understood by every person in the vast audience, and the scene that followed defies analysis. If anyone wishes to know what these people most desire, let them image the scene at San German. Men cheering in Spanish "buenos," with frequent prayers on trembling lips, women weeping in very excess of joyous prospect, and children waving the

grand old stars and stripes aloft—a sea of strongest sentiment sweeping steadily to statehood. We have reached the point now in Porto Rico when, in the major portion of the island, it is understood that the open door to the Federal Union is the free public school. These people will enter this door and they will not return till they have achieved what they so earnestly long for.

At Yauco the people came out in the highway in a steady pour of rain, met us, and escorted us into the city. At the close of the evening session, and before I was able to get to the plaza to address the poor people at an overflow meeting, a native teacher arose and respectfully urged that he be allowed to speak. He was a man above 40 years of age, and a well-known and prominent teacher under the Spanish and the American systems. He was allowed the privilege he sought; in impassioned Spanish he wrought his hearers to great enthusiasm in his discussion of the hopeful and happy condition of education now. He concluded by saying, in language too figurative to bear interpretation, that he was especially rejoiced to have the honor to speak upon a platform draped with the flag of the great Republic; he loved that flag, he added, which our grandfathers were compelled to hide in their garrets, but which, now, thank God, floats above every school and waves over every true heart in Porto Rico.

In Ponce, the concluding address was made by the president of the school board. The interpreter declined to convey in English the eloquent language of thanks and felicitations. The address was eloquent and in it the speaker referred to the songs rendered by the children.

I have listened to our own children singing your bright, joyous, hopeful, national airs in a language I understand not, but with a spirit I can appreciate; I have heard them also sing our own sad, almost mournful, hopeless Borequin. The songs are typical of our two races. Let us pray that from the commingling strains of these songs there shall be aroused a new and united spirit—the spirit of freedom and equality—in the entrancing glory of which Porto Ricans and Americans, a united people, shall march steadily and gloriously to a common destiny.

These sentiments and scenes figure the rising life of this island. So long as education has the vitality and integrity to produce such results, it is safe to trust it and to promote its activities.

The immediate need in Porto Rico of an increased healthy public sentiment in favor of education is most apparent. It would quicken the interest in all the schools; it would secure more regular and prompt attendance on the part of the pupils; it would increase the demand for schools throughout the island; it would make it easier to discriminate between good and bad teaching; it would strengthen the hands of the department in dealing with poor teachers; it would sustain the department in promoting efficient teachers to better places, and, in general, it would become the broad democratic foundation upon which to build a system of free public schools.

These meetings may therefore be said to have been successful because they did foster this sentiment and because they did contribute in no small degree to the enlargement of the people's views and the quickening of the people's interest in their educational system.

SUMMER NORMAL INSTITUTE.

When in April Prof. W. G. Todd became principal of the apology for a normal school which by law I was compelled to maintain at Fajardo, he was at once impressed with the scope of the work we were



SUMMER INSTITUTE. GROUP OF MAESTROS IN ENGLISH.

doing to provide teachers for the schools, and with me discussed plans for a better organization of the normal work at Fajardo, which work we had already arranged with the municipality to transfer to Rio Piedras. To him I suggested the value of a summer normal institute for ten weeks. Like others with whom the project was discussed, he agreed that it was a most urgent and important matter, but was frank enough to express his doubts as to the success of such a venture, inasmuch as it involved the expense to each pupil of living in the city for ten weeks. The universal cry of "poverty," so widely voiced by political discontents, had overshadowed all minds. To test the matter it was decided to issue a circular letter to the teachers, and to hope for an attendance of 150 pupils. The circular was mailed and a faculty to meet the prospective group of 150 pupils was employed. A copy of the circular is herewith given:

To the teachers of Porto Rico:

I desire to say a few plain, helpful words to you. This year I planned to open 800 schools in Porto Rico; I could not open all of these schools because I could not find 800 teachers, and I did not want to bring from the United States a larger number of teachers than is absolutely necessary to introduce English into the schools and to help to organize a good system of education on the island.

It is my purpose and my judgment that the young people of this island should themselves be the teachers in the larger percentage of these schools. Next year it is my purpose to open 1,000 schools, and the great question is Where can I get the teachers? They will be paid promptly and well for their work, but I can not open the schools unless I can have the teachers. I believe there are bright young men and women on this island who with a little help could obtain certificates and take these schools. I believe that this department can give this help, and I assure you that it wishes to do so. To that end I propose to open in this city of San Juan, in the Beneficencia Building, a thoroughly equipped and first-class normal institute on Monday, July 15, to continue ten weeks and close with an examination which, if passed, will give the candidate the right to teach in the schools. You will see that we are almost 300 teachers short of the number necessary to take these schools next year. There are two things, therefore, that I especially desire you to do:

First of all, urge every bright young man and woman possessing a good moral character of your acquaintance to make every sacrifice in their power to attend this school, tuition in which, with books, will be absolutely free. In this way we will not only have a good group of young people in the school, but they can be morally certain, if they pass the examination at the end of the term, of obtaining a good school for the year. There is no place in the world to-day where a prospective teacher can study with greater surety of immediate employment.

Second, I urge upon you the importance of yourself attending this summer school. Notice the growth of our system. Think of the needs of next year. Ask yourself the question, Who is going to lead in this work? Who will fill the best positions? Who will draw the highest salaries? Who will do the largest service for Porto Rico? I know that I answer rightly when I say that only those teachers who attend school, who study professional duties, and who fit themselves for leadership among their fellows. This is your opportunity. It will pay you in more ways than I can state to make every sacrifice in your power and attend this school. There will be splendid faculty, the best Porto Rican and American teachers that I can find, and every help will be given you to make your standing for the next year better than your work of this year could be. Here, then, is the purpose of the department. Here is its desire to help you. Here is its means to help you. Will you come?

In reply to this circular I wish every teacher receiving it to write to me personally, inclosing your letter in the accompanying envelope, and giving to me the names of such young people as you think ought to go to the normal institute, and also giving me, if possible, the assurance that you will be here yourself to take up this good, this most important work for Porto Rico.

The school opened on time, but for days in advance the railroad and the highway were crowded with bright, earnest young men and women, en route to the summer normal institute. No room in the school buildings was adequate to the opening exercises. The city theater

was secured, and an audience of over 1,600 persons crowded the theater to its utmost capacity. Of this number more than half were prospective pupils. The school was vastly greater in number than we had hoped or expected. An additional school building had to be secured at once, and the telegraph wires and special messengers swept the island to gather a faculty to meet this tremendous outflowing of pupils. It was the most magnificent testimony to the present educational system the island had ever witnessed.

School opened the next morning with a full faculty of 16 teachers and an enrollment of 836 pupils. One district, Bayamon, sent 58 of its 59 teachers, the other one being in the United States studying to improve his work. Many young men and women anxious to attend the school, but residing in San Juan, were refused admission solely because it was impossible to find room for them. This school did good work. The pupils for the most part were earnest and studious. They accomplished much good. At the close of the session an examination was held and 161 new rural, 26 graded, and 8 principal certificates were issued. This number is not enough to provide for all the schools in the island but it is a tremendous gain, and hundreds of the teachers holding certificates who attended the session will return reinvigorated and strengthened in the work.

The school maintained classes in English, Spanish, arithmetic, algebra, geometry, geography, history of the United States and of Porto Rico, physiology, methods and management in teaching, and in nature study. There was also maintained a successful primary school which served as a model school to the native teachers. The most conspicuous progress was made in the mastery of English and methods of teaching. Good work was done in all branches. The general result was most gratifying, and within ten days of the close of the sessions nearly all these new teachers were at work in the schoolroom.

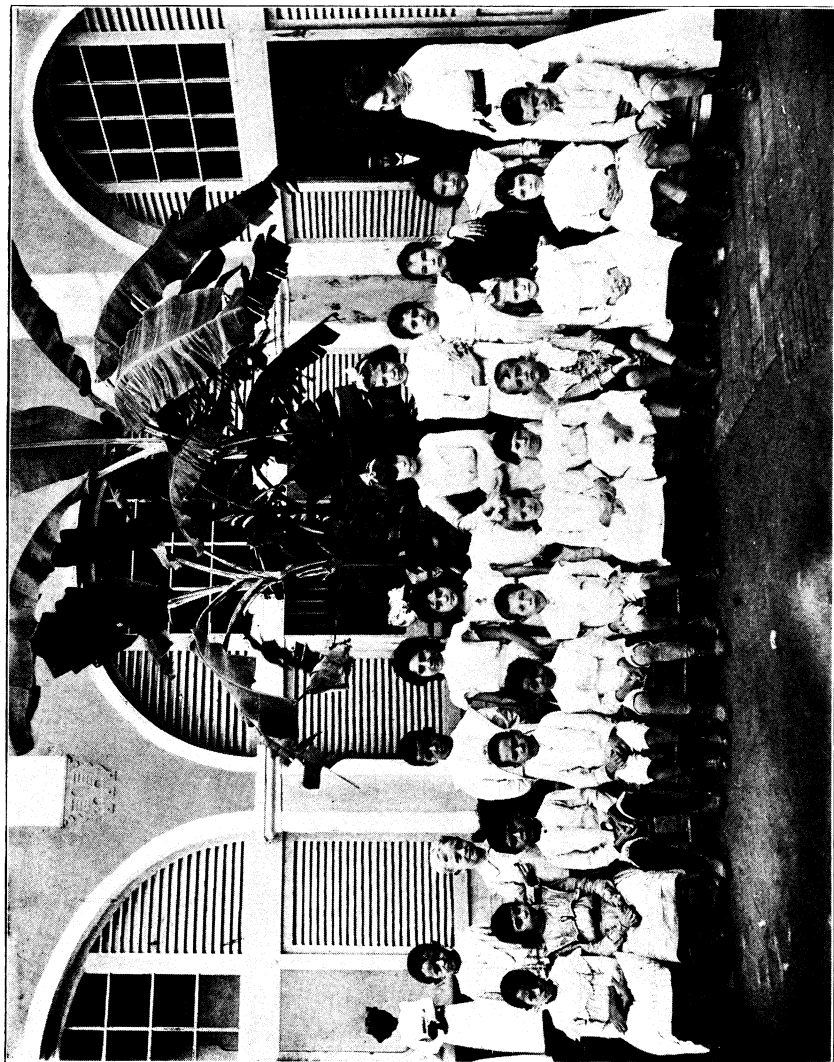
The examination at the end of the institute was a fair test of the intellectual fitness of the pupils to become teachers. The close supervision of the pupils for ten weeks enabled the teachers to form a fair judgment of the moral and personal fitness of the pupils, and the certificates were issued upon the basis of class work as much as upon the work done in the examination. The questions given at this examination follow:

HISTORIA DE LOS ESTADOS UNIDOS—PRINCIPALES.

1. ¿Qué tribus de indios fueron conocidas con el nombre de "The Five Nations"? ¿Qué parte de los Estados Unidos habitaron, y cuál era el objeto de la confederación?
2. Describa la colonización de Pennsylvania.
3. ¿Qué eran los "Artículos de la Confederación"?
4. Compare las colonias "Virginia" y "Plymouth" con respecto al tiempo de su colonización, á su propósito, á su carácter y á su crecimiento.
5. ¿Cuántos Estados hay, en el presente, en los Estados Unidos? ¿Cuántos Territorios? ¿Cuál fué el último Estado que fué admitido en la Unión?
6. ¿Cuál fué el primer Estado que se apartó de la Unión en la guerra civil? ¿Cuántos se apartaron en todo?
7. ¿Qué dos cuestiones importantes fueron arregladas por la guerra civil?
8. Explique de qué modo tomaron posesión los Estados Unidos de los siguientes territorios: Louisiana, Alaská, Las Filipinas.

ENGLISH—PRINCIPALES.

1. Dé la clasificación de la oración con respecto á su *significado* y con respecto á su *forma*.



SUMMER INSTITUTE. THE MODEL SCHOOL.

2. Escriba una oración que contenga una cita literaria de algún autor ú otra persona.

Escriba una oración que contenga el pensamiento de una cita literaria indirecta de algún autor ú otra persona.

3. ¿Qué se entiende por "figura de dicción"? Dé un ejemplo.

4. Traduzca al español:

"In battle or business,
Whatever the game,
In law or in love
It is ever the same;
In the struggle for power,
Or the scramble for pelf (pelf-wealth),
Let this be *your motto*,
'*Rely on yourself.*'"

5. Decline las palabras en bastardilla en la pregunta núm. 4.

6. Name the different classes of pronouns, and give three examples of each class.

7. Define "analysis," "personification," "syntax," "declension."

8. Conjugate "come," indicative mood, present, present perfect, past and future perfect tenses.

GEOGRAFÍA—PRINCIPALES.

1. Discuta la causa de los ciclones, temblores, oleajes y mareas.

2. ¿De qué depende la importancia de un río? Diga los ríos más importantes del mundo, de acuerdo con la contestación anterior.

3. ¿Dónde están los principales depósitos naturales de hierro, carbón de piedra, cobre y petróleo en los Estados Unidos?

4. ¿Qué importancia comercial tiene África del Sur? ¿Y las Filipinas?

5. Demuestre el por qué los Alpes afectan el clima de Italia, y cómo los Andes afectan el clima de Chile.

6. La lluvia en Egipto es muy escasa, sin embargo, el valle del Nilo es uno de los lugares más productivos del mundo. Explique la causa.

7. Diga dónde están las siguientes ciudades y por qué son notables cada una de ellas: Edinburgo, Atenas, Río Janeiro, Toronto, Pekin.

8. Dibuje un mapa de Norte América, indicando las principales montañas, ríos y puertos más importantes.

ESPAÑOL—PRINCIPALES.

1. ¿Cuáles son los oficios del verbo *ser* y *haber*?

2. Diga algo sobre el régimen.

3. ¿A qué se llama "oración" y cuántas clases de ellas hay?

4. ¿A qué se da el nombre de "pleonismo"? Dé un ejemplo.

5. Sírvase decir cómo se forman los diptongos y triptongos. Diga algo sobre el acento ortográfico.

6. ¿Qué modificativos pueden tener el infinitivo, el participio y el gerundio? Ejemplos.

7. Construid una oración condicional y decid: (a) cuántas proposiciones la forman y qué nombre tienen éstas; (b) en qué modos y tiempos puede hallarse el verbo de la proposición dependiente.

8. (a) "Le dí una pluma hay seis días, cuya pluma ha roto."

(b) "José se ocupó de leer buenos libros."

(c) "Ella tampoco no ha ido al paseo."

(d) "Tú entras y sales del colegio dos veces al día."

(e) "Vendo un lápiz con ó sin goma."

(f) "Diez y seis en cuarenta y ocho caben tres veces."

Si las oraciones que preceden son defectuosas, sírvase corregirlas.

MÉTODOS—GRADUADOS.

1. Sírvase decir el plan que seguirá V. durante los primeros tres meses para enseñar á los niños más pequeños á leer.

2. Diga la clase de trabajo, para tenerlos ocupados, que asignaría á los pequeños que están en el libro primario de lectura. ¿Es bueno el plan del deletreo? ¿Por qué?

3. Sírvase hacer un programa para una escuela rural de tres grados.

4. Nombre diez requisitos de los que son necesarios para gobernar bien una escuela.

5. ¿Cómo se obtiene buen orden en la escuela y qué es lo que V. considera "un buen orden"?

6. ¿Cuáles son los malos hábitos del estudio y cómo se corrigen?
7. Sírvasse decir tres de los elementos del "poder para gobernar" que se requieren en todo maestro.
8. ¿Cuál es la primera pregunta que debe hacerse á sí mismo todo aspirante al puesto de maestro? Dé las razones de su respuesta.

GRAMÁTICA—GRADUADOS.

1. ¿Á qué se le da el nombre de proposiciones transitivas é intransitivas? ¿De qué elementos tienen que constar las primeras proposiciones?
2. ¿Cuántas clases de proposiciones hay en español? Dé algunos ejemplos.
3. Expresa el significado de cada uno de los tiempos del verbo.
4. Diga lo que sepa de las conjunciones.
5. ¿Qué entiende V. por *metaplasmos*? ¿Cuántas clases hay? Dé algunos ejemplos.
6. Sírvasse decir todo lo referente á la construcción gramatical.
7. ¿Cómo deben considerarse los participios activos?
8. Diga algo de la *stilepsis*. ¿Qué se entiende por prosodia?

HISTORIA—GRADUADOS.

1. ¿De qué países llegaron, y qué parte de los Estados Unidos explotaron los siguientes exploradores: Narvaez, De Soto, Juan Cabot, Cartier, La Salle?
2. ¿Cuál fué la causa principal por la que salieron de Inglaterra los peregrinos? ¿En qué buque salieron? ¿Cuándo y por dónde desembarcaron en los Estados Unidos?
3. ¿Qué acontecimientos notables ocurrieron en las siguientes fechas: 1492, 1620, Julio 25 de 1898, Julio 4 de 1776, 1812, 1849, 1846 y 1861?
4. Haga una descripción de las batallas en Bunker Hill y Bull Run.
5. Explique en breves palabras á qué se llamó en 1823 "La doctrina de Monroe."
6. Diga en pocas palabras á qué se refieren los siguientes hechos: Tories, Whisky Rebellion, Hessians, Stamp Act, Boston Tea Party y Mound Builders.
7. ¿De qué modo se relacionan los nombres del Conde de Cumberland y de Lord Ralph Abercrombie con la historia de Puerto Rico?
8. Refiera en breves palabras la historia de la esclavitud en Puerto Rico y cuándo y cómo fué abolida.

GEOGRAFÍA—GRADUADOS.

1. ¿Cuáles son las principales exportaciones de Cuba, Brasil, Puerto Rico, Venezuela, Chile, Uruguay y Guatemala?
2. ¿Dónde están los principales depósitos naturales de hierro, de carbón, de cobre y de petróleo en los Estados Unidos?
3. Defina las palabras "glaciero," "volcán," "geiseros," "equinoccios," "zona" y "marea."
4. ¿Cuál es la población aproximada del mundo? ¿Y la de los Estados Unidos? ¿Y la de Puerto Rico? ¿Y la de Londres, París y New York?
5. Nombre las partes del mundo y diga á qué zona pertenece cada una.
6. Mencione y diga dónde están geográficamente colocadas las capitales de los siguientes países: Méjico, China, España, Australia, Suiza y Egipto.
7. ¿Qué importancia comercial tiene África del Sur? ¿Y las Filipinas?
8. Mencione tres de los mares colindantes del Japón. Nombre la capital y puerto principal. ¿Cuál es la forma de su gobierno? Cite tres de los artículos de exportación del Japón.

ARITMÉTICA—GRADUADOS.

1. Compré por \$7.20 un par de botas y una corbata; las botas me costaron 4 veces más que la corbata. ¿Cuál es el precio de cada cosa?
2. París se encuentra á 2° 20' 22" al Este, y Washington está á los 76° 56' Oeste. ¿Cuál es la diferencia en la hora de las dos ciudades?
3. A compra un caballo por \$120 y lo vende á B, obteniendo una utilidad de 12½ por ciento. B lo vende á C y pierde el 10 por ciento. ¿Cuánto fué lo que C pagó por el caballo?
4. ¿Qué fracción de la semana son 2 días, 17 horas y 30 minutos?
5. Redúzcase cada una de las siguientes cifras en yardas y encuéntrase la suma del resultado: ¾ vara; 2½ pies; 21 pulgadas.
6. Un cuarto de 12 pies por 13 pies 6 pulgadas, tiene que ser alfombrado con una alfombra que tiene ¾ de yarda de ancho. ¿Cuántas yardas se necesitan?

7. A y B trabajan juntos y pueden hacer una pieza de labor en 18 días y A sólo puede hacer el trabajo en 30 días. ¿En cuántos días podrá hacer B el mismo trabajo?
8. Encuéntrase el interés de \$275.65 por 2 años, 9 meses y 12 días, al 4 por ciento.

MÉTODOS—GRADUADOS.

1. Sírvasse decir el plan que seguirá V. durante los primeros tres meses para enseñar á los niños más pequeños á leer.
2. Diga la clase de trabajo, para tenerlos ocupados, que asignaría á los pequeños que están en el libro primario de lectura. ¿Es bueno el plan del deletreo? ¿Por qué?
3. Sírvasse hacer un programa para una escuela rural de tres grados.
4. Nombre diez requisitos de los que son necesarios para gobernar bien una escuela.
5. ¿Cómo se obtiene buen orden en la escuela y qué es lo que V. considera "un buen orden"?
6. ¿Cuáles son los malos hábitos del estudio y cómo se corrigen?
7. Sírvasse decir tres de los elementos del "poder para gobernar" que se requieren en todo maestro.
8. ¿Cuál es la primera pregunta que debe hacerse á sí mismo todo aspirante al puesto de maestro? Dé las razones de su respuesta.

ENGLISH—GRADUADOS.

1. ¿En cuántas clases se divide el nombre?
2. Dé la definición de "género" en gramática. Escriba las palabras de significación contraria á las siguientes: *wife, lord, lion, duke, empress, hero, master, niece*.
3. Forme una oración que cõtenga un nombre, un verbo, una preposición, un adverbio, un adjetivo y una conjunción.
4. Diga las partes principales de los verbos *do, eat, come, laugh*, y conjúguelos en los tiempos pasado y futuro, en la voz activa.
5. Diga qué oficios desempeñan "have" y "had" en algunos tiempos del verbo. Dé ejemplos.
6. Explain comparison of adjectives and adverbs. Give the different degrees of comparison of *little, hot, better, happy, near, worst, easily*.
7. Translate into Spanish:
"A sparrow once built its nest under the roof of the mint building (casa de hacer monedas) at Philadelphia. It became quite tame and was allowed to fly into the mint and eat the crumbs left from the lunches of the employees.
"One day a boy stole the nest. When he drew his hand out of the nest, he found it was covered with a yellow dust. On examining the nest he found it to be carpeted with soft little pieces of gold."
8. Write a brief letter in English (on any subject).

IDIOMA ESPAÑOL—RURAL.

1. ¿Qué se entiende por sintaxis figurada?
2. ¿Qué clase de oración es la siguiente: "El progreso es deseado de todos."?
3. ¿Qué anomalías ofrece la concordancia de los pronombres *nos y vos*?
4. ¿Qué oficios suele hacer el adverbio "donde" en la oración? ¿Qué diferencia existe entre el adverbio y el adjetivo?
5. ¿Qué son verbos irregulares? ¿Son irregulares *pagar, proteger, corregir*? ¿Por qué?
6. ¿Cuáles son las figuras de dicción?
7. ¿Qué entiende V. por ortografía? ¿Pertenece la caligrafía á la gramática?
8. ¿De qué modo se pueden formar los diptongos en español? ¿Qué se entiende por *solecismo*?

ENGLISH—RURAL.

1. ¿De cuántas partes debe constar la oración más simple? ¿Cómo se llama?
2. Defina un verbo irregular, un verbo transitivo, un verbo auxiliar. Dé un ejemplo de cada uno de estos verbos.
3. Escriba, en la voz activa y en la voz pasiva, el presente y pretérito de los verbos siguientes: (a) *see*, (b) *hear*, (c) *teach*.
4. Escriba los números cardinales y ordinarios desde el 1 hasta el 15.
5. Escriba tres oraciones en inglés, empleando los tres pronombres personales de la tercera persona en el singular.
6. ¿Cuáles auxiliares se usan en las conjugaciones del futuro y futuro perfecto, del modo indicativo, voz activa?

7. Diga qué partes de la oración son las palabras subrayadas en la siguiente oración: "It is *better to write one word upon the rock than a thousand on the water or the sand.*"

8. Traduzca al español lo siguiente:

Mary and Isabel were two little girls who lived in the country. One day they were walking to town. Each carried a basket of fruit which she hoped to sell. As they walked along Mary looked unhappy and grumbled at the weight of her basket, but Isabel talked merrily and looked bright and happy. Mary exclaimed: "How can you laugh—such heavy baskets—and you are no larger than I?" "Oh," answered Isabel, "before we started I put into my basket a tiny little plant that makes it feel very light. It is called a Patience flower and it grows where you let it."

ARITMÉTICA—RURAL.

1. ¿Cuál es el mínimo común múltiplo de dos ó más números?
2. ¿Qué es quebrado complejo? ¿Y quebrado compuesto? Dé ejemplos.
3. Si ocho hombres necesitan 75 días para acabar un trabajo, ¿cuántos hombres podían hacerlo en 40 días?
4. A compró una casa pagando mitad del precio al contado. Un año después, pagó un quinto del precio y debía \$3,000. ¿Cuál era el precio de la casa?
5. Redúzcanse á la forma más simple:

$$\frac{\frac{9}{13}}{6\frac{1}{2}} : \frac{15}{13} \text{ de } 5 \frac{1}{5} \text{ de } \frac{3}{10} : \frac{196}{322} :$$

6. De un interés exacto al 6 por ciento por año, en 45 días, ¿qué principal llegará á dar \$294.16?

7. La suma de dos números es 285 y la diferencia es 55. ¿Cuáles son los números?
8. Un comerciante tiene un tercio de su capital invertido en mercancías, $\frac{2}{3}$ en bienes raíces, $\frac{1}{4}$ en seguros y \$619.20 en el banco. ¿A cuánto monta su capital?

GEOGRAFÍA—RURAL.

1. Explique el significado de las palabras *Polo* y *Ecuador* y su uso en geografía.
2. ¿De qué raza son los naturales del Japón? ¿Y los del Sudán? ¿Y los de Java? ¿Y los de España?
3. Nombre las divisiones políticas de América del Norte y América del Sur, con sus capitales, y el puerto más importante de cada una.
4. ¿Cuáles son los Estados principales de los Estados Unidos en la producción del algodón? ¿Y en carbón de piedra? ¿Y en oro y plata?
5. Nombre los países del mundo más notables por la producción de café, té, arroz y trigo.
6. Nombre y diga la situación geográfica de seis grandes islas en el hemisferio oriental.
7. Diga la ciudad principal, el principal río, y nombre una cadena de montañas en los siguientes países: Italia, Francia, Rusia, China y Austria.
8. Hágase un mapa de Puerto Rico, indicando los departamentos, ríos, montañas, cabos y poblaciones más importantes.

HISTORIA—RURAL.

1. Nombre seis de los descubrimientos marítimos más importantes efectuados de 1492 á 1520.
2. Dé una descripción sencillo de la historia primitiva de Nueva York.
3. Cite los principales acontecimientos de la guerra con Inglaterra, en tiempo de Madison.
4. Hable del primer barco de vapor, del primer ferrocarril en los Estados Unidos y del inventor del telégrafo eléctrico.
5. Diga V. clara y concisamente las verdaderas razones que existieron para dar lugar á la guerra Hispano-Americana.
6. Diga algo de los habitantes primitivos de Borinquén.
7. ¿Cuándo y en dónde fué hecho el tratado, por el cual Puerto Rico fué cedido á los Estados Unidos y en qué condiciones?
8. ¿Qué guerras de consideración han tenido lugar en Puerto Rico?

MÉTODOS DE ENSEÑANZA—RURAL.

1. ¿Qué cualidades debe el maestro poseer para conseguir y mantener el orden en su escuela?

2. ¿En qué consiste la verdadera habilidad para enseñar? ¿Cómo puede adquirirse?
3. Dé algunas reglas para la colocación de los niños en clase.
4. ¿Qué tratamiento daría V. á los alumnos torpes?
5. Haga un programa para una escuela de primer grado y otro para una de primer y segundo grado.
6. ¿Cómo impediría V. que sus discípulos conversaran cuando están en la clase?
7. ¿Debe el maestro demostrar su mal humor ó enojo en la escuela? ¿Por qué?
8. ¿Cuáles son los mejores medios para conseguir que los discípulos lleguen á la escuela con puntualidad?

The summer institute was so signally successful that it must be continued from year to year. The spirit of unrest, from which comes all progress, is now thoroughly aroused. The teachers realize that they need the best training. They are not content. They demand professional equipment. Young men and women who heretofore dreamed only of professional courses in law, medicine, and engineering, now see the new career as teacher. The best life of the island is turning to the school and volunteering to teach, that this fair land may by its own efforts lift the pall of illiteracy now enshrouding it. Nothing in the work here has given more promise than this voluntary enlistment in the ranks of teachers. Young men whose limitation is poverty journeyed afoot over mountains and lived most menially that they might have the training to teach. These are now directing the minds of others, and the school has suddenly become a dignified community concern. From the pupils of this institute we shall have at least 200 pupils in the insular normal school soon to be opened at Rio Piedras. Professional training has replaced parties and politics as the basis of entrance to the ranks of teachers in Porto Rico.

TEACHERS' PENSION FUND.

Under Spanish control 3 per cent of the teachers' salaries were set aside as a pension fund. This fund was paid in quarterly installments to aged and indigent teachers. When the Spanish evacuation of San Juan occurred, it is claimed that about \$40,000 of this fund was taken away without any authority by law. A claim for this sum, I believe, is now pending, through the patriotic efforts of Brig. Gen. George W. Davis, who had done nobly by this fund. He took the remainder of this fund under his care, directed the department of education to pay all just claims, and to foster the fund. This is now done by the department, and all pensions are paid regularly. This can not continue many years. There is now no pension fund collected, and it is only a question of years when the last payment will be made. In the meantime it is recommended that some equitable and legal means be established by which those owning the fund shall have some enlarged control of its disbursement. To us it is a sacred trust, which we are administering faithfully and at absolutely no expense whatever to the fund of pensioners. In addition to the amount thus bodily taken for these old teachers, the municipalities, through whom this fund was collected, still owe above \$20,000 to the pension fund. I have endeavored to collect this money; but the Attorney-General has as yet given the Commissioner no decision. The difficulty is twofold; there seem to be no municipal records to sustain the claim of the pension clerk that all this money was collected; that it should have been collected and paid over is clear, but if not collected it is difficult to fix the responsibility upon the municipalities now, and the order of General Davis transferring the fund in his possession did not authorize the department of

education to collect the unpaid balance of this fund due from the several municipalities. It is more than probable that he was not aware of such balances. The number of pensioners increases and the fund decreases. The native teachers should at once formulate a law and obtain legal status for the management of this fund as is done in New Jersey. The present teaching force of the island should organize a mutual benefit fund and so provide for the day of need. I urge this upon them and upon the legislature of Porto Rico. The report of the pension clerk follows in the appendix.

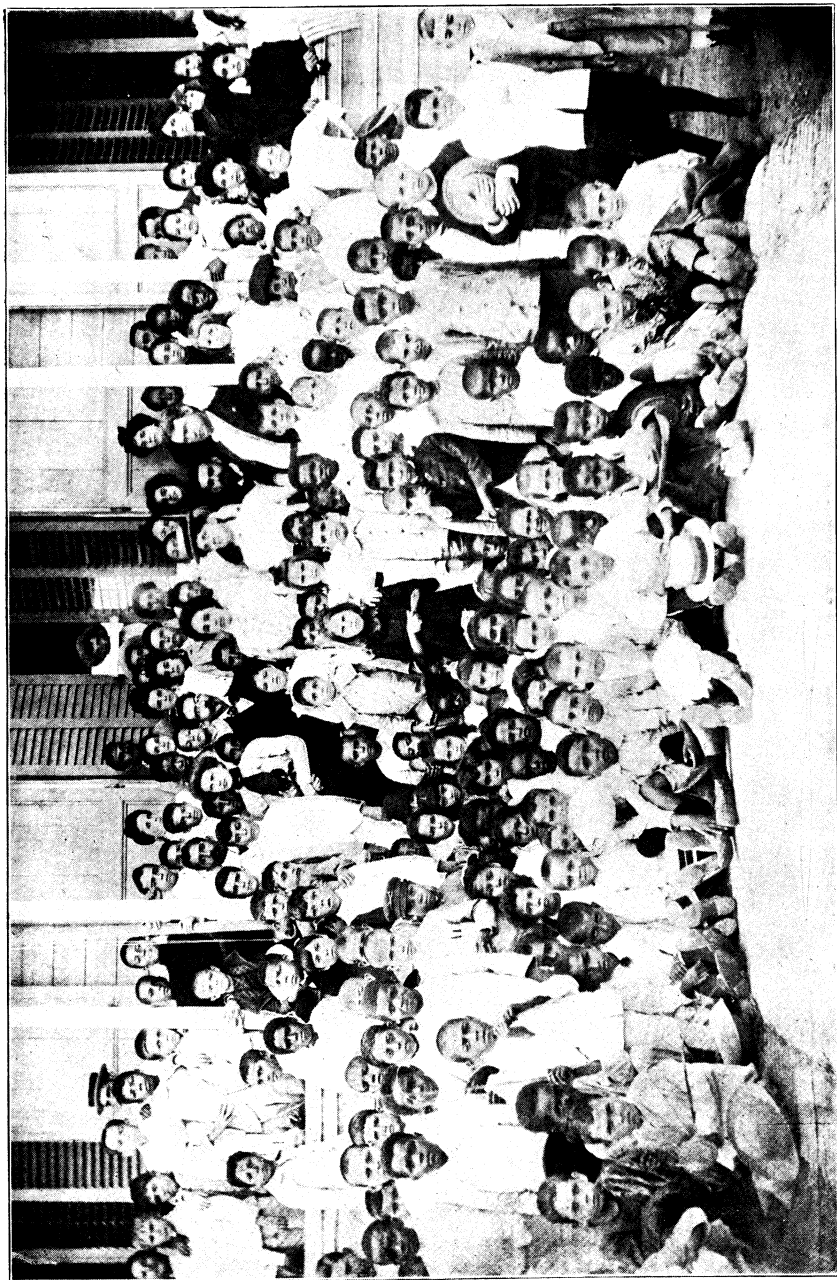
PUPILS' WORK.

It has been a constant source of concern to ascertain somewhat definitely the quality of work done in the schools. The quantity of work is easily measured; not so its quality. I sent out 40,000 sheets for pupils' work, and asked the supervisors to see that the work placed thereon was regular class work. This was not always done. When these sheets were returned I had them carefully examined, and all those that betrayed evidence of formal preparation were thrown out. The remainder, some 22,000 sheets, the actual work of as many pupils, were bound in 22 large volumes. They constitute an invaluable fund of matter for future reference. They represent concretely the actual results of the work during the first year under civil government.

A careful study of these papers gives one a rather definite judgment of the quality of the work being done. It is in the main confirmatory of opinion formed a priori of the limitations of the pupils in our schools. First of all one is impressed with the fact that age is not at present a basis of gradation. Pupils 6 years of age are as well advanced as some at 14. This proves that many thousands are now for the first time engaging in study. They never saw a school until this year. The progress of these older pupils is very commendable. They work well. They are anxious to recover lost time. They are tractable and earnest. They have more endurance than the younger ones, but they also have greater limitations. It proves that almost 65 per cent of the school effort is primary work.

The pupils in the rural schools are unquestionably making greater progress than those in the towns. This is not due to better teaching. On the contrary, it is accomplished in spite of poorer teaching. It is in part due to the fact that many rural teachers are young. They are teaching for the first time. They are ambitious, and have no old traditions to overcome. But the cardinal influence producing this greater progress in the rural schools is to be found in the pupils themselves and in their environment. They are not hindered in their progress by the numberless fiestas that take time and energy from the town pupils. They are of the new group who now first have intellectual outlook. They have reflected the hope and the purpose of these poor people to achieve recognition under democratic conditions. They have realized in part the message of the American Republic.

In general, the pupils do best in the imitative activities. They do least in the reasoned activities. The penmanship is unquestionably better than that found in the American schools. The children sing as well as those in the best American schools. They read well and with much expression. After a few months the children read in both English and Spanish, and translate from one to the other language at will.



RIO PIEDRAS SCHOOL.

This double translation is a most gratifying feature of the work, and proves the utter folly of the text-books giving in parallel columns the same lesson in two languages. There is no need for any such books, save at the very outset in the schools that have teachers who use only one language. Then such a primer acts as a primary lexicon, and it serves no other purpose.

Drawing is readily taken up and exceptionally good results are attained. In all these particulars the schools are admirable.

In arithmetic and grammar the work is not so good. In the descriptive and narrative studies they do fairly well, and especially is the work good in the history of the United States.

The children are noisy in study. Under the old Spanish conditions the pupils studied aloud. Where the old teachers have come into the new system much trouble arises in the determination of the supervisors to change this. Gradually the noise of study is lessening. Before another year this offense will be corrected. The children are excitable and easily prevented from studious habits. It is difficult to maintain study hours in the schools. The temperament of the pupils does not lend itself easily to studious habits. The climate also has a tendency to destroy prolonged mental efforts. The children are not unruly. They are seldom deliberately disobedient. Cases of corporal punishment are rare, and public sentiment is almost unanimously against its use. It was with no little effort that the legislature was prevented from enacting a law that no teacher should administer corporal punishment. Such a law at this time would for many reasons be disastrous. It is vastly better to put the power in the teacher than to take it from him. It is vastly better that he should have the power, and not use it, than to be denied by law such power. In the present social conditions here it is also apparent that the law would be a hindrance rather than a help to progress, both in the pupil and the teachers.

Pupils mature physically earlier here than in more northern climates. The school age begins at 5 and ends at 18, although many do not remain beyond 15. Children in the rural parts find employment in cane and coffee estates. Already the need of legislation is apparent to prevent parents from taking their children from school to labor. The department, having in mind the great poverty of the people, has not yet proposed such a law, but the financial condition will within a year warrant such action.

The question of mixed schools is now receiving some attention. The social conditions here forbade coeducation. Gradually last year the number of coeducational schools was increased. This year many more were added. Another year of progress and the schools of the island will be wholly coeducational. It is not necessary to discuss this topic nor to recite the careful management that has led to present conditions. Public sentiment now is favorable in most places. It was not so one year ago. It has seemed wise to me to regard this as one of the things to do and not to talk about. Results abundantly justify the procedure.

The color question has not been raised. It will not be if good sense and ordinary discretion prevail. About 9 per cent of the teachers and 28 per cent of the pupils are colored. They attend all schools with perfect equality. No friction has arisen; no protest has been openly made. The social democracy of the people is very pronounced. Many of these colored teachers come from adjoining islands and they

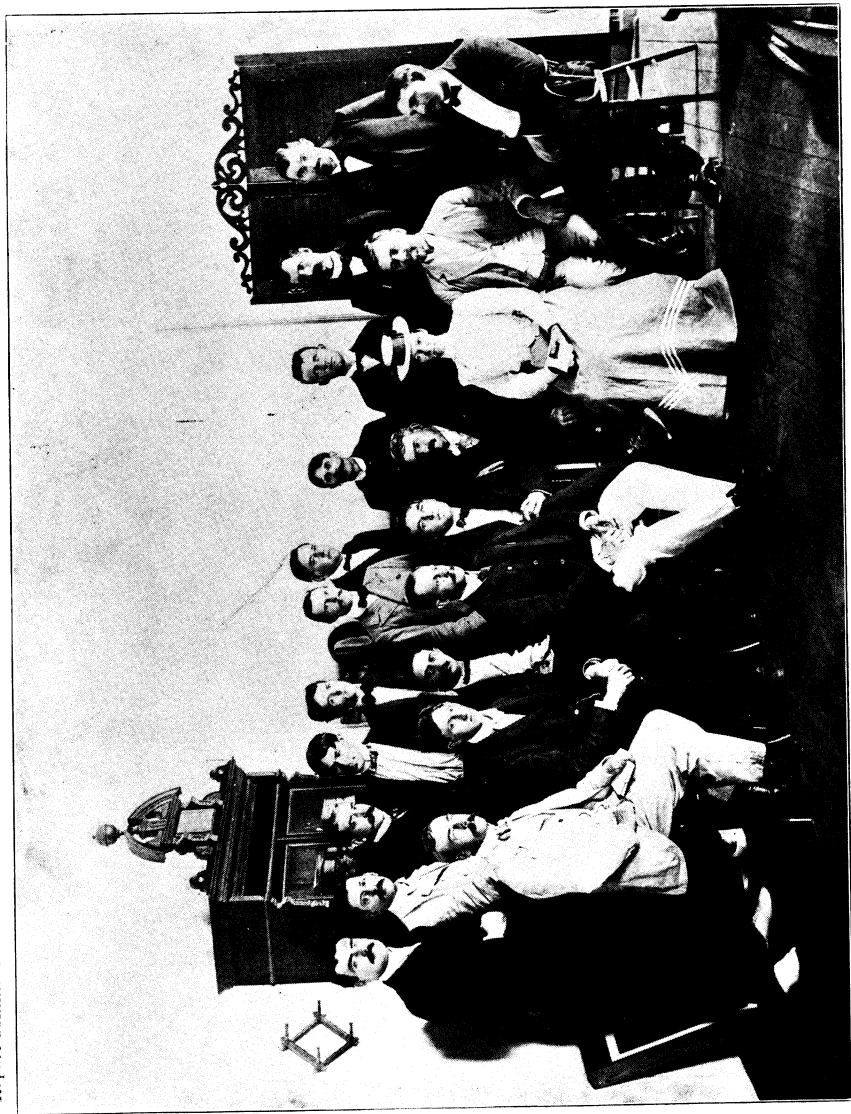
speak English. Others are the higher products of the old slaves, and have with commendable zeal achieved position and influence among the people. It is fair to add that the Spaniard who has never taken the oath of allegiance to the United States and who is not a citizen of Porto Rico is not favorable to the colored race. Political as much as social reasons lead to this result. The colored children do about as well as the other pupils, and are not at all a disturbing influence in the schools. In a few instances it has come to my notice that they seemed less tractable than others. This is the only observation made against them. The school is a reflex of the social order and is conducted in harmony with that order.

SUPERVISORS.

In order to secure unity of effort and strength in organization, supervision becomes an essential function of educational effort. In Porto Rico, before the American occupation, there was practically no supervision. Teachers, once in possession of a school, were allowed to conduct it in their own chosen way. There was no system of education. There was only fragmentary work. When the Hon. John Eaton established the first American schools, he wisely appointed teachers of English, whose function was to travel from school to school and give instruction to teachers and to pupils in the English language. For many reasons this plan was soon found to be entirely inadequate; but from it grew, by gradual steps, a system of school supervision. When the school year of 1899-1900 closed there were 15 men and 1 woman engaged as English supervisors. They were paid the sum of \$75 per calendar month and were required to visit schools, distribute books, and perform advisory functions at meetings of the school boards.

They met with strong opposition. They were Americans chosen in an emergency, and not always because of any special fitness for the position. The native teachers objected to the English supervisor because they resented any interference with their so-called vested rights. The fact that the central authority licensed native teachers without examinations to teach for five years added force to the teachers' hostility and to a large extent prevented the English supervisor from achieving the professional prestige necessary to direct school work. The teachers felt independent of the English supervisor and, in a measure, indifferent to his plans for improvement.

These English supervisors at the outset knew no Spanish. They soon acquired a smattering of it, but not enough to enable them to hold free converse with teachers, school directors, and patrons. Many difficulties arose because of mutual misunderstandings. The motives of the English supervisor were questioned and much friction arose. Some of this was also due to the fact that the central office would frequently communicate directly with teachers, and the English supervisor was left in ignorance of the wishes of the organization. Then, too, these men were poorly paid and could scarcely perform their duties because of the expense of travel. The salary was fixed by law at \$75 per month. The English supervisor was obliged to own two or three of the native horses in order to travel the tedious and dangerous mountain trails. They were allowed no expense funds. They not infrequently expended more than their salaries or, as in some cases, they slighted their work, falsified their reports, and remained away from



THE SUPERVISORS OF SCHOOLS.

the schools. When the schools closed in June, 1900, many of these men went north to spend their vacation. They were allowed half pay in absence. The central office named temporary acting supervisors in their districts. When I came to the island 6 of these temporary appointees were holding office. The organization was practically broken. It was proposed that the number of English supervisors be reduced to 6 and that the districts be correspondingly enlarged. This seemed to me to be a most unfortunate suggestion, and I immediately took steps to secure 16 supervisors, the full number allowed by law, and place them with increased powers and dignity at the front of education in their respective districts. The steps by which this was done illustrates one phase of the growing work of education in Porto Rico. Sixteen supervisors were chosen; they were given clearly defined territory to supervise, and their salaries were increase to \$87 per month. All correspondence from their respective districts was referred to them for comment and report, and copies of the department's correspondence with teachers and school boards were mailed to them. In this manner they had an enlightened view of the problem and began to receive the respect of the people and teachers. A new form of monthly report for each school and each pupil was prepared, and system began to appear in the work of the schools. The municipalities were asked to make voluntary provision in their budgets for the house and office rent of supervisors, and in most cases it was done. They were called to the rooms of the department during the holiday recess and three days were spent in earnest discussion of the work of those supervisors. The programme of the conference follows:

PROGRAMME.

1. *The teacher:* (a) Qualifications; (b) Appointment; (c) Duties; (d) American teachers; (e) Relations to supervisors, to local board, and to community. Report to be submitted by Supervisors Miller, Ankrom, and Huff.
2. *The local board:* (a) Its functions; (b) Its limitations; (c) Its value; (d) Its present status. Report to be submitted by Supervisors Reiser, Fajardo, and Zimmermann.
3. *The English supervisor:* (a) His powers; (b) His relation to teacher; (c) His relation to commissioner; (d) His usefulness. Report to be submitted by Supervisors O'Neil, Hill, and Foote.
4. *Rural schools:* (a) Course of study; (b) Location; (c) Attendance; (d) Supervision; (e) Community interest. Report to be submitted by Supervisors Lutz, Moore, and Eckman.
5. *Graded schools:* (a) Course of study; (b) Function of principal; (c) Function of English teacher; (d) Attendance; (e) Community interest. Report to be submitted by Supervisors Mellowes, Armstrong, and Hutchinson.
6. *School laws:* (a) Weakness of present law; (b) Suggested changes. Report to be submitted by Supervisors Foote, Robbins, and O'Neil.
7. *The normal school:* (a) Its functions; (b) Its relation to school system; (c) Its needs; (d) Its claims upon English supervisors; (e) Its course of study and equipment. Report to be submitted by Dr. Riopel.
8. *Miscellaneous problems:* (a) Salaries; (b) Sanitary measures; (c) Physical equipment of schools; (d) Other subjects. Report to be submitted by Supervisors Huff, Lutz, and Miller.

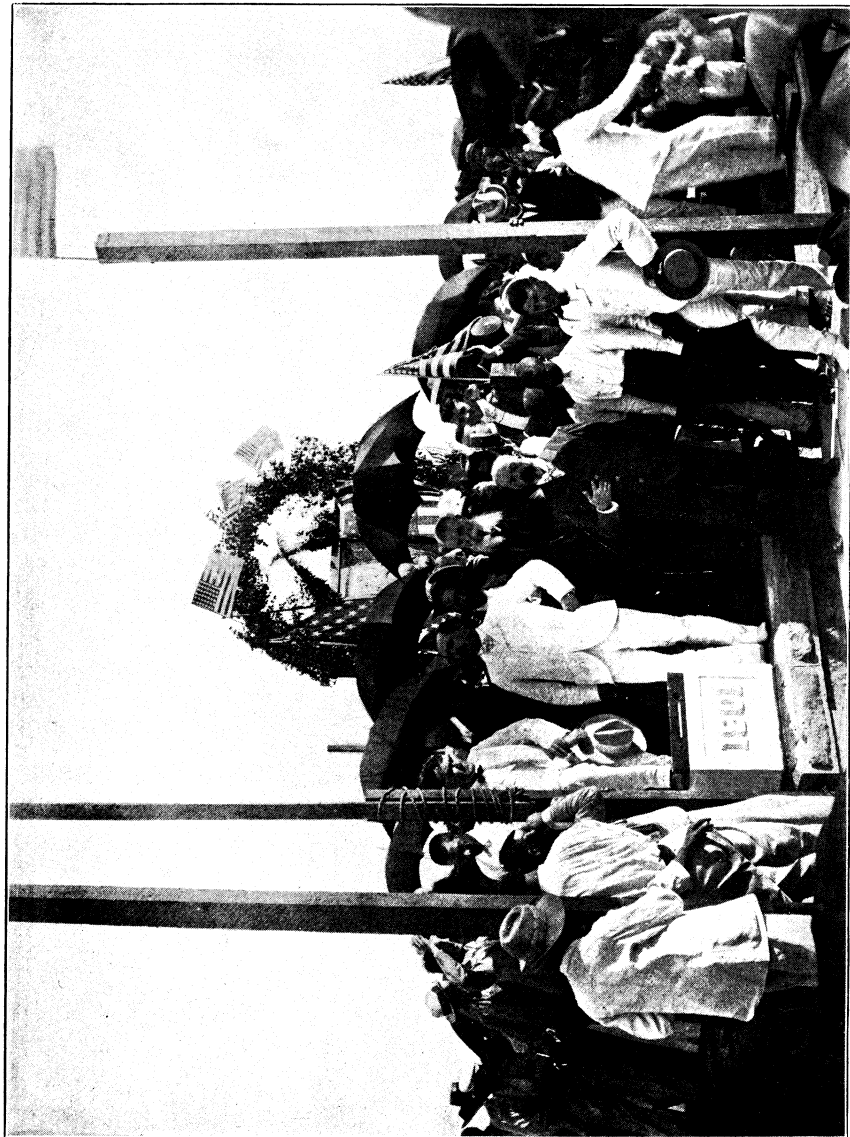
The legislature provided an increase of salary for these supervisors, and they now receive \$1,200 per year. They also have been provided with well-equipped offices, generally in the alcaldias of the municipalities, and sit as honorary members of the school boards. The department also provides in the larger districts active deputies who assist the supervisors in the visitation of schools, distribution of supplies, and the general duties of their office. I desired to give to these

officers the professional standing so lacking a year ago, and so essential to the growth of system in our schools. These men touch the life of the island vitally, and the result of their efforts is reflected in the contact of the commissioner with the people. It is a source of pleasure to record that as these supervisors become more efficient the general tone of educational sentiment grows in the island. Where we have the best supervisors we have the best schools, the most schools, the healthiest public sentiment.

The relation of these supervisors to the school boards has always been a source of concern. The supervisor is given explicit orders to know no favorites, to treat all alike, and to avoid any act that could in any reasonable manner be construed as favoring any political party. The school boards are not so impartial. The result is that the independent act of the supervisor is often construed by a partisan board to be a discrimination in favor of the opposing political party. When such differences amount to open discussion (and discussion is easily aroused), the field supervisor, with full power, is sent at once to consider the case and restore peace and cooperative activity. The field supervisor, Mr. A. F. Martinez, has been uniformly successful on these delicate missions. He has analyzed the situation with care and has placed the higher claims before the board and has caused the right influences to prevail. Much of his success is due to his own tact and discretion, and also to the intimate contact he has with the department. He also assists the supervisors greatly by carefully noting their monthly reports on the teachers and writing letters at once to such teachers as need a word of counsel and direction. The united efforts of district and field supervisors have enabled the department to dismiss many incompetent teachers and to put a greatly improved "esprit de corps" in the entire organization.

The supervisor's first task at the opening of the school year is a difficult one. He receives from the department a consignment of which the following is a type:

Vertical Script Reading Chart	10
Standard First Reader	300
Standard Second Reader	350
Standard Third Reader	200
Song Book for School and Home	200
Carta Español, por McGuffey	10
Libro Primero de Lectura	650
Libro Segundo de Lectura	500
Libro Tercero de Lectura	400
Geografía Elemental, por Frye	350
Aritmética Elemental, por Wentworth	500
Los Primeros Pasos en Castellano, por Juncos	500
Historia de los Estados Unidos, por MacMaster	450
Cartilla Ilustrada	500
Guía para Maestros, por Sarah Arnold	50
Dirección de las Escuelas, por Baldwin	15
Standard Fourth Reader	75
Standard Fifth Reader	50
Canciones Escolares	100
Aritmética Práctica	200
Welsh Practical Grammar	250
Normal Standard Arithmetic	50
School Record Books	50
Map of the United States	5
Copy books (dozens)	232
Slates (cases of 10 dozen)	15
Composition books	4,000
Pencil tablets	4,000



LAYING THE CORNER STONE OF INSULAR NORMAL SCHOOL. SECRETARY HARTZELL MAKING AN ADDRESS.

Crayons, white (boxes 144)	400
Crayons, colored (boxes 144)	50
Slate pencils (boxes 100)	200
Lead pencils (boxes 144)	100
Rubber erasers (boxes 80)	25
Rulers (dozens)	75
Blackboard cloth (yards)	504
Blackboard erasers (boxes 12)	15
Penholders (boxes 144)	50
Ink (boxes 3 dozen bottles)	10
Pens (boxes 144)	150
Maps of South America	5
Maps of Europe	10
Numeral frames	20
Flags (4 by 5 feet)	20

These books and supplies he must at once distribute among all teachers in his district. Some are sent by ox cart, and more by pack train and on the heads of peons into the farthest and most inaccessible parts of the island. The entire island, just before schools begin, is a moving panorama of school equipments. The department recently forwarded at one time 55 tons of these equipments. The burden of this work falls upon the supervisors, and with commendable activity they have placed these materials promptly in all the schools. The labors of these supervisors are onerous and manifold. They travel day and night over all sections of the island, visiting schools, counseling directors, meeting alcaldes, and in general fostering the school interests over which they exercise supervisory control. They have not always done the best things, but they have generally done genuinely honest, helpful work, and to their zeal much of the success of the schools is due. They seldom find comfortable lodging; they rarely obtain proper food; they are at great expense in travel; and they face all conditions of society and weather, pushing steadily along and carrying true educational sentiment into every hamlet and home and school in Porto Rico. No record of the year's work would be adequate that did not accord these officers full credit for their services.

INSULAR NORMAL SCHOOL.

On September 27, 1899, the military government accepted and approved the selection of a site for a normal and industrial school at Fajardo. By the terms of the contract made between the municipality of Fajardo and the military government, each party was to appropriate \$20,000. The sum thus secured was to be used to purchase land, erect buildings, and equip the school for its specific functions. A tract of land was purchased, fenced, and supplied with a well, by order of the insular board of education. In this condition I found the project when I visited Fajardo September 12, 1900. The principal was conducting a summer school in a rented house, and an additional house was being prepared in order that the school might have additional teachers. I found some of the people impatient with the delay—almost a year having elapsed and no substantial progress made.

This normal school was situated on the extreme northeastern corner of the island, and is difficult of access. To reach it from the central, south, and entire western half of the island was very expensive. It did not seem to me a happy selection, although I did find earnest, enthusiastic friends of the school at Fajardo, and these people are entitled to every consideration, and the contract must, no matter now how unwise such an action may be, be faithfully adhered to. If the island

eventually supports three normal schools, and the patronage of this one is to come, under such a plan, wholly from the eastern part of the island, it seems to me that the location is entirely satisfactory. At the present it was impossible for the department to give this school the supervision it needed. The land purchased is evidently of more value for the industrial school than for the normal school, and the youth of Porto Rico need a good industrial school. But it is not possible to erect buildings, including dormitories, for students, with the money now available. I advised the people of Fajardo to await legislative relief, and a petition for the same was sent to the assembly of the insular legislature in December. It is safe to assert that it would require \$50,000 additional to provide at this place a proper equipment to do the work proposed.

The normal department was opened October 1, and a faculty was selected of 5 trained teachers. This normal school was equipped and prepared to receive 100 pupils. Less than 20 were enrolled. This small enrollment was due in no slight degree to its inaccessibility.

The industrial department can not now be opened. There is no building suitable in the city of Fajardo, and although the insular board advertised widely not one teacher has been secured at all fitted for that work. An industrial school in Porto Rico must be a practical school. It must train the youth of the island into habits of industry and impart to them skill in lines of effort peculiar to the needs of the people here.

It would be altogether better if the United States were to make this the site of an agricultural experiment station. The great industries of the people—coffee, sugar, tobacco, and fruits—must necessarily be the central elements of the course of study. The students in this department will be, for the most part, poor boys and girls. They will expect free boarding, lodging, and tuition. This has already been proclaimed. But to do this involves an outlay in equipment and in current expenses vastly beyond the present possibilities of the insular treasury.

At the commencement of the fiscal year Dr. Groff authorized the opening of a summer session, to be maintained three months. One teacher was to do the entire work. Later another was appointed and a small primary school, made up of children who were having vacation in the public schools, was also in operation when I visited the school. I was unable to see the value of the work as professional teaching and I ordered the session to close. Hearing that the teacher held a contract with Dr. Groff for \$100 a month, whether he taught or not, I decided to allow him to continue the work alone until October 1. This was easily done, because the entire number of pupils and the grade of work they were doing made it easy to have one teacher care for the entire school. The school was a normal school in name only. The pupils should have been, with few exceptions, in the public schools. It was impossible to maintain a proper course of study. The pupils were not prepared to enter the preparatory year of the course which I formulated and which follows:

PROPOSED COURSE OF STUDY, FAJARDO NORMAL—TWO YEARS' COURSE.

(Finally three years for professional equipment to teach.)

PREPARATORY YEAR.

First semester.—(1) Professional studies: School management and psychology and observations in model department and child study (four hours a week). (2) Lan-

guage: English grammar, Spanish grammar (four hours a week). (3) Mathematics: Arithmetic (three hours a week). (4) Science: Descriptive geography, simple biology (three hours a week). (5) Art: Penmanship, composition (English), music, modeling in clay (four hours a week). (6) Civic studies: History of Porto Rico (three hours a week).

Second semester.—(1) Professional studies: Methods, standard psychology, observation in model department continued (four hours a week). (2) Language: English grammar, Spanish grammar, elocution (four hours a week). (3) Mathematics: Arithmetic (three hours a week). (4) Science: Physical geography, physiology, and hygiene (three hours a week). (5) Art: Composition (English and Spanish), music, drawing (four hours a week). (6) Civic studies: History of the United States, colonial and Revolutionary epochs (three hours a week).

JUNIOR YEAR.

First semester.—(1) Professional studies: History of ancient education, principles of education (four hours a week). (2) Language: American literature (three hours a week). (3) Mathematics: Algebra (three hours a week). (4) Science: Physics (three hours a week). (5) Art: Composition (English and Spanish), drawing, plastic modeling (four hours a week). (6) Civic studies: United States history, administration epoch (three hours a week).

Second semester.—(1) Professional studies: History of modern education, educational theory (four hours a week). (2) Language: Spanish and English literature (three hours a week). (3) Mathematics: Geometry (three hours a week). (4) Science: Biology (three hours a week). (5) Art: Composition (English and Spanish), water colors, gymnastics (four hours a week). (6) Civic studies: General history (modern), elementary civics (three hours a week).

SENIOR YEAR.

(To be deferred at present.)

It will be seen that the course was as simple as the dignity of the work would bear. But no students could be attracted to the school. The reason for this it is not necessary to record. The faculty was not in harmony. The inaccessibility prevented attendance. The people of the island did not seriously entertain the prospect of a normal school at Fajardo. Early in the year, as soon as experience had confirmed my judgment, I took up the question of changing the site. I informed the municipality of my opinion, and frankly informed them that the department was ready to carry out the compact made by them with the military government, but wished it to be clearly understood that the location was not a wise one, and that only disappointment would follow an attempt to expend money under the compact.

The municipality frankly and patriotically admitted that the school ought not to be located at Fajardo. A committee of conference was arranged, and by mutual consent the compact was dissolved, the municipality had its funds returned, the site remains the property of the people of Porto Rico, and the citizens of Fajardo, without dissent, welcomed the abandonment of the project.

But the blunder delayed professional training in Porto Rico one year. Immediately the selection of a new site was considered, and I found an ideal location at Rio Piedras, 7 miles from San Juan. The municipality generously agreed to purchase and donate the site. Subsequently it was found that the law prevented the municipality from contracting a loan. Thus the burden of the entire project fell upon the insular government. We then met with another very unexpected delay. The site desired was owned by a gentleman residing in Madrid, Spain. After writing and receiving an answer wholly unsatisfactory to the department, I began proceedings of condemnation to acquire the land under the Spanish law in force here. This meant another delay of months. Fortunately, at the last moment, the owner yielded

by cable, and the site was immediately purchased, plans submitted to bidders, and the award made for the erection of the normal-school building.

To-day the building is well under way, and will be ready for occupancy by December 1. To erect a large building of brick and stone in Porto Rico is a matter that necessarily demands time. Lumber must come from the United States, brick must be made by the most tedious and antiquated methods, stone must be quarried by unskilled hands, and transportation must be had by means of ox carts over roads that beggar description.

The building is a 3-story T-shaped structure, 108 by 66 feet, and containing on the first floor gymnasium, storeroom, 2 laboratories, and lavatories, including shower baths; on the second floor 4 large class rooms, 34 by 17½ feet, 2 teachers' studies, principal's office, and reception room; on the third floor 2 class rooms, assembly hall, 34 by 37 feet, and a commodious library. The building will be thoroughly equipped with all modern appliances, and will be a first-class school in all its appointments. It will accommodate 350 pupils.

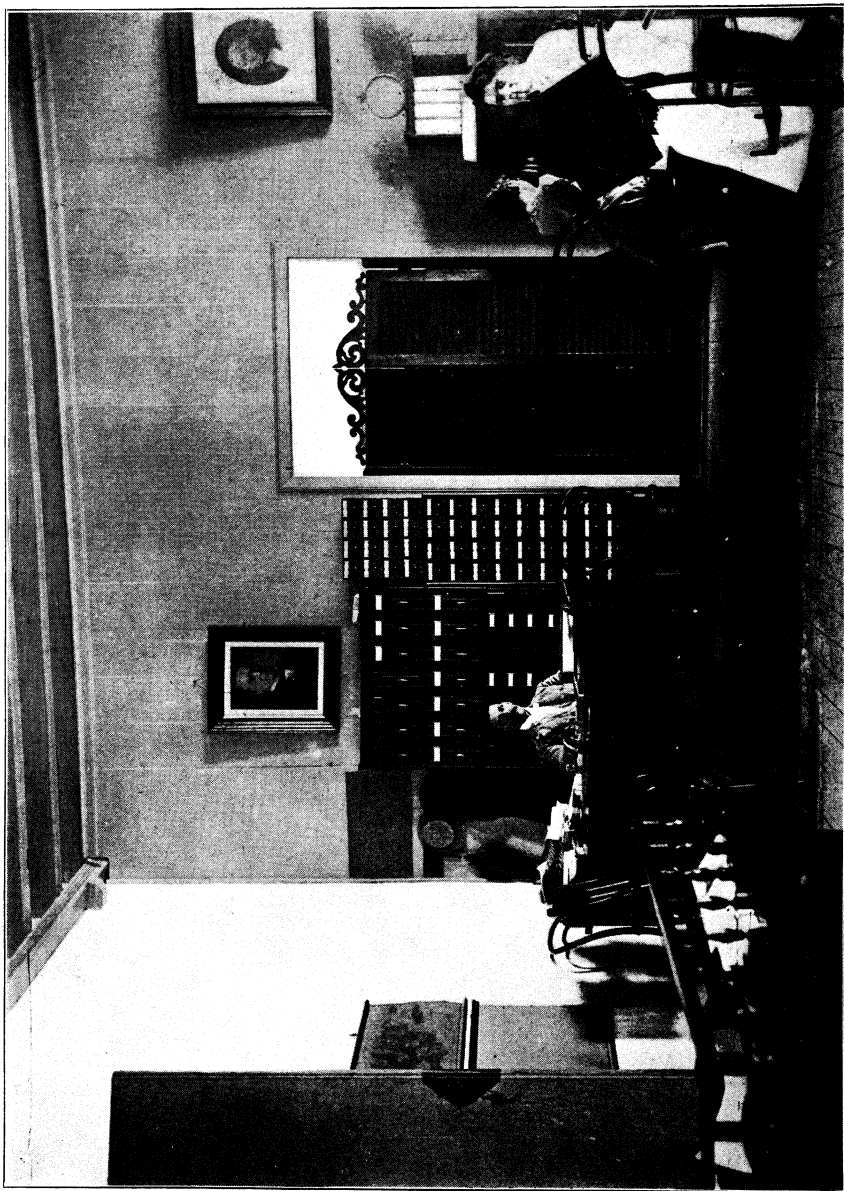
Upon the campus stands a new frame building erected by the department as an agricultural school. For the present it will be used as a model school. It is now opened and has an enrollment of 58 pupils, with 2 teachers in charge.

It is the purpose of the department to make the campus a model for the island. A beautiful driveway of macadam winds gracefully from the military road to the main building, and will later continue in a circular route to the same road at the other limit of the grounds, a distance of 3,920 feet. Within the area between the road and the military road is inclosed about 15 acres of ground. This will be at once planted with all varieties of indigenous trees and shrubs. Along the military road a substantial fence is now being set. There must soon be added a building for an industrial school, one for a model school, a house for the principal, and a library and science building. Then the island will have here a most excellent equipment to give professional and industrial training to at least 800 young men and women.

The governor has taken keen and patriotic interest in this, as in all the work of the department. He has generously consented to the use of his summer palace at Rio Piedras for the school until the building is completed, and the Insular Normal School will open in the palace on Monday, October 28, 1901. In the weary waiting for this result, at times I have almost lost the courage of my convictions that the result would be attained. It is a peculiar pleasure, therefore, to record that a year's unchanged resolution and almost daily concern find final realization. Porto Rico will have exactly what it needs, and thus the final act in the organization of an efficient system of elementary schools for the island is assured.

BOOKS AND SUPPLIES.

The books and supplies for the schools are now furnished entirely by the department of education and at the expense of the insular government. For the present fiscal year \$65,000 is set aside for this purpose. Almost 50 per cent of this fund will be used to purchase desks. Under the military government the local boards were required to purchase supplies and the insular government the books. The result



A CORNER OF THE OFFICE OF THE COMMISSIONER.



PEDAGOGICAL LIBRARY, DEPARTMENT OF EDUCATION.

was not satisfactory. The schools had no supplies. The school boards had no money for such purpose. They did not know what to purchase. In some cases they gave teachers a monthly allowance for "desk expenses." This in one district was \$5 per month. The money was wasted. The children had no equipment. While the old law did not sanction the act, the good of the schools made it absolutely necessary that the department equip all schools. The new law expressly provides for this. The splendid results more than confirm the wisdom of the action. Every pupil is now properly supplied with the essential materials for his advance in his studies. It may not be uninteresting to note in this connection the following statistics:

The schools have been furnished during the year 1900-1901 with 524 reading charts, 18,000 first readers, 10,460 second readers, 7,680 third readers, 800 fourth readers, and 700 fifth readers, 6,000 song books, 2,440 elementary geographies, 100 advanced geographies, 10,720 elementary arithmetics, 1,690 advanced arithmetics, 4,960 language lessons, 3,460 United States histories, 7,800 elementary language books in both languages, 280 maps of North America, 17,450 copy books, 21,960 slates, 15,830 tablets for pencil use, 14,870 tablets for ink, 4,652 gross of white and 1,176 gross of colored crayons, 710,000 slate pencils, 900 gross of lead pencils, 10,880 rulers, 2,300 yards of blackboard cloth, 2,580 blackboard erasers, 400 gross penholders, 550 gross pens, 12,770 bottles of ink, 800 Spanish-English dictionaries, and upward of 5,000 special books for normal and high school purposes.

At the opening of the present school year, September 30, 1901, all books and supplies were in the hands of the pupils in every school in the island. The department sent out in August and September, 1901, 325 reading charts, 11,000 Spanish and English first readers, 11,000 second readers, 10,500 third readers, 2,750 advanced and supplementary readers, 5,000 song books, 4,000 elementary geographies, 2,200 advanced geographies, 6,000 elementary arithmetics, 2,000 advanced arithmetics, 13,000 language lessons, 6,000 histories of the United States, 1,150 record books, 550 outline maps, 72,000 copy books, 15,000 slates, 75,000 tablets, 8,640 boxes crayons, 2,500 boxes slate pencils, 800 gross lead pencils, 300 pounds rubber erasers, 7,200 rulers, 2,000 yards blackboard cloth, 360 dozen erasers, 300 gross penholders, 3,000 dozen bottles of ink, 2,500 gross pens, 225 numeral frames, and many special books for normal and high school purposes, notably above 2,000 volumes of pedagogy for the teachers.

It will thus be seen that the schools are well equipped in the above-mentioned respects, and that the children are receiving an education under at least fair conditions as to books and equipment. The department has not at any time authorized the making of a single book for the schools of Porto Rico. It has contented itself with purchasing in the open market the best supplies that it could secure in the different items above recited.

Some of the books in use are not satisfactory, and yet they are retained in the schools solely because no better book has yet been offered; but on the whole the books and supplies have been satisfactory to the teachers and the pupils and no complaint of any serious sort has reached the department concerning the character of the books or supplies with one exception. The antiseptic slates, which the department thought would be a great utility to these people, did not prove to be satisfactory at all, probably in a large measure due to the fact

that the teachers and children did not know how to use them. At any rate we had to abandon their use and substitute in their stead stone slates.

In some of the supplies furnished to the schools there is great waste of material. The children and the teachers alike do not seem to know how to economize in the use of these supplies, and in spite of the vigilance of the department, and the care of the supervisors some schools have used double the amount of material required in others. The climatic conditions are such as to rapidly deteriorate school text-books, and the result is that a great many books that ought to last for a number of years in the schools are practically worn out at the end of a single year. In many instances the supervisors report that books purchased in the last year are already unfit for use, and we are obliged to replace them with new ones. This is all the more to be deplored when one considers the cost of these books to the government of Porto Rico. In no case has the department chosen a second-grade book because it was cheaper than a first-grade book. The children have had the best, and one of the immediate needs is to instill into the minds of the children a proper respect and care for public property intrusted to them.

It is worthy of note that in some of the schools the teachers have carefully covered all the books and have kept them in as good condition as those of any school of the United States. Under the rule of the insular board of education, books could not be taken out of the schools to the homes of the children. During the present school year teachers who were willing to become personally responsible for the return of the books have been allowed to give books to the children to take to their homes for evening study. This, of course, has resulted in some cases in the mutilation of the books. On the other hand, it has greatly quickened the interest of the home in the school, and in not a few cases it has resulted in the parents becoming sufficiently interested in the books to read them. So that the department is not sorry that it has given its consent to this extension of the use of the public property.

In this connection it may be well to add that on or about the 1st of January the department made the following definite proposition to each of the 16 supervisors' districts of the island: That in each case any district purchasing to the extent of 100 school desks out of its own funds would be furnished with 100 additional desks free by the central government. The first district to take advantage of this was Yauco. The city of San Juan secured a large number of desks; Humacao has recently ordered under the same general proposition, and Manatí has just sent in an order for 100. Arecibo has purchased 100 desks, and many towns have purchased to the limit of their available funds. I append hereto a list of districts, and the number of new desks secured by each, either by purchase or by gift from the department:

I. San Juan	1,088	X. San German	644
II. Río Piedras	642	XI. Mayaguez	905
III. Fajardo	549	XII. Aguadilla	737
IV. Humacao	690	XIII. Camuy	253
V. Caguas	605	XIV. Arecibo	350
VI. Guayama	594	XV. Manatí	196
VII. Coamo	638	XVI. Bayamon	523
VIII. Ponce	192	High and graded school, San Juan ..	295
IX. Yauco	1,141		

The directors are anxious to take advantage of the offer and to provide suitable furniture for their schools, but they do not have the means to purchase the same, and it is doubtful whether the municipalities for some time to come will be able to provide suitable furniture for the seating of the children in the schools. It will be impossible for the best results to be obtained in any school until the children are all comfortably seated on good benches, and in this manner fitted to perform satisfactory study. There is not sufficient money in the budget of the department to buy desks for the municipalities. To the extent that it is able to do so it will do it, and before the end of the fiscal year perhaps 70 per cent of all the children in the schools will have comfortable furniture.

APPORTIONMENT OF SCHOOLS.

In many barrios of large population no schools were opened. When it is remembered that only 1 in 10 of the number of schools needed can be opened with the money at command, one can appreciate the difficulty of assigning the schools upon any equitable basis. After long and careful study of this problem it was decided to make a per capita assignment of schools. By this plan some of the municipalities were assigned a greatly increased number of schools. Utuado in 1899-1900 had 6 schools. In 1900-1901 it was given 26 schools. In 1901-2 it was given 31 schools. Its large population entitled it to this increase. It was asserted that in such cases the increased number would not be provided for by the local board. Such did not prove to be the case. With commendable zeal the Utuado board accepted the proposition, rented the houses, employed the teachers, and opened the schools on time. This, in general, has been the case. Where the conditions are made perfectly clear and the plan is reasonable, action can be had. The people want schools. The pupils will attend the schools. This year we shall maintain at least 1,000 schools, an increase of 30 per cent. This will provide for 50,000 pupils. That is something. The accompanying schedule will show how these schools are distributed:

Dist- trict.	Municipality.	Princi- pal.	Graded.	Rural.	English.	Agricul- tural.	Total.
I	San Juan	4	31	2	4		41
II	Rio Piedras	1	5	6	1	1	14
	Carolina	1	4	7	1	1	14
	Trujillo Alto		2	4	1		7
	Loíza		2	6	1		9
III	Fajardo	1	10	9	2		22
	Rio Grande		2	10	1	1	14
	Naguabo		2	7	1		10
IV	Humacao	1	7	9	2	1	20
	Yabucoa	1	3	6	1		11
	Juncos		4	6	1		11
	Vieques		5	6	1		12
V	Caguas	1	8	10	2		21
	Gurabo		2	6	1		10
	Aguas Buenas		2	5	1		8
	San Lorenzo		4	6	1		11
	Cidra		3	5	1		9
	Cayey	1	4	7	1		13
VI	Guayama	1	5	5	2		13
	Arroyo	1	3	2	1	1	8
	Patillas		2	6	1		9
	Maunabo		2	3	1		6
	Salinas		2	2	1		5
	Santa Isabel		2	4	1		7
VII	Coamo	1	5	10	2		18
	Juana Diaz	1	3	10	1		15
	Aibonito	1	4	6	1		12

District.	Municipality.	Principal.	Graded.	Rural.	English.	Agricultural.	Total.
VIII	Barranquitas .....	.....	2	7	1	.....	10
	Barros .....	.....	2	9	1	.....	13
	Ponce	4	15	29	12	1	61
XI	Yauco	1	8	14	3	.....	26
	Sabana Grande	1	2	6	1	1	13
	Guayanilla .....	.....	4	6	1	.....	9
X	Peñuelas .....	.....	3	5	1	.....	9
	San German	1	6	10	2	.....	19
	Cabo Rojo	1	5	9	1	1	17
XI	Lajas .....	.....	3	5	1	.....	9
	Maricao .....	.....	2	4	1	.....	7
	Mayaguez	2	15	20	3	.....	40
XII	Añasco	1	4	5	2	1	13
	Las Marias .....	.....	4	7	1	.....	11
	Aguadilla	1	8	10	2	.....	21
XIII	San Sebastian	1	3	7	1	1	13
	Aguada .....	.....	3	6	1	.....	10
	Moca .....	.....	2	5	1	.....	8
XIV	Rincón .....	.....	2	4	1	.....	7
	Camuy .....	.....	4	5	1	.....	10
	Hatillo .....	.....	4	6	1	.....	11
XV	Isabela .....	.....	4	10	1	.....	15
	Lares	1	4	10	2	.....	17
	Quebradillas .....	.....	3	5	1	1	10
XVI	Arecibo	1	17	18	3	.....	39
	Utua	1	7	14	2	1	25
	Adjuntas	1	5	12	1	.....	19
XV	Manatí .....	.....	8	9	1	1	19
	Vega Baja	1	4	5	1	.....	11
	Vega Alta .....	.....	2	5	1	.....	8
XVI	Ciales	1	4	5	1	.....	11
	Morovis .....	.....	2	4	1	.....	7
	Bayamon	1	6	19	2	1	29
XVI	Toa Baja .....	.....	3	4	1	.....	8
	Toa Alta .....	.....	3	5	1	1	10
	Dorado .....	.....	2	4	1	.....	7
XVI	Corozal .....	.....	4	5	1	.....	10
	Naranjito .....	.....	3	5	1	.....	9
	Comerio .....	.....	4	7	1	.....	12
Total		36	313	490	97	17	953

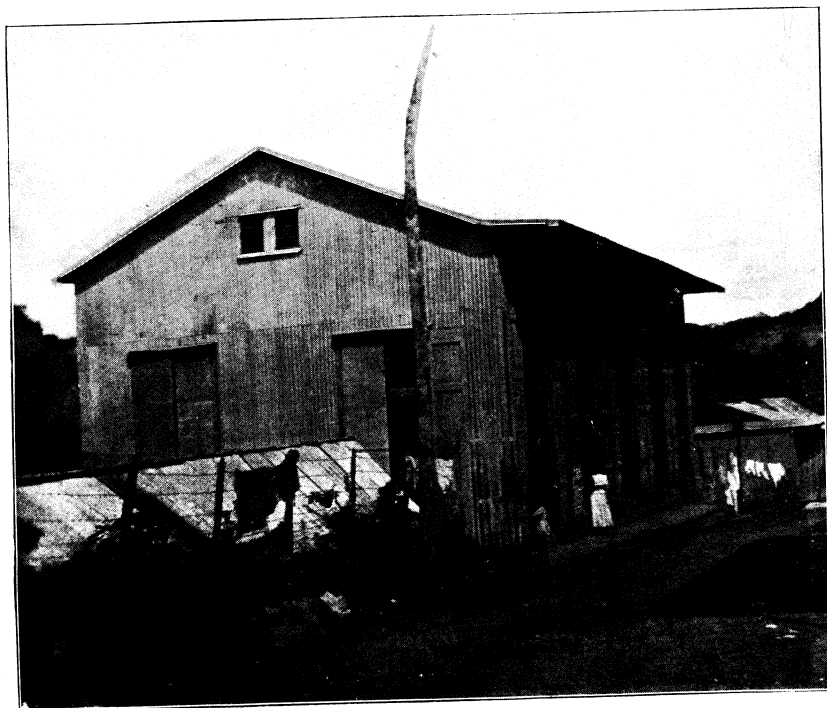
At a glance it will be seen that many of the large barrios in the several municipalities have as yet no schools. This is most unfortunate. The poor child whose home is a shack and whose world is a cocoanut tree, a banana grove, and poverty, must have an education. One hundred new schools this year will go to these unfortunates. They will begin to realize the dignity of human life and the equal rights of all under American institutions.

In a few municipalities the total number of schools assigned was not opened. Two causes operated to produce this unfortunate result, (1) lack of public spirit on the part of the school board, and (2) lack of money to maintain them. The latter was the more common reason and in most cases the true one; for it is not difficult to secure by personal appeal any reasonable advance in the school work if the board is assured of a proper maintenance fund. But everywhere the pressure upon the local board is for more schools. The local board petitions the ayuntamiento and the commissioner, the former for funds to pay rent of houses and equipment of schoolroom, the latter for permission to open more schools. These requests are granted to the full limit of the insular resources. It would be a very easy matter to open within thirty days 500 additional schools in Porto Rico if the money for their maintenance were provided.

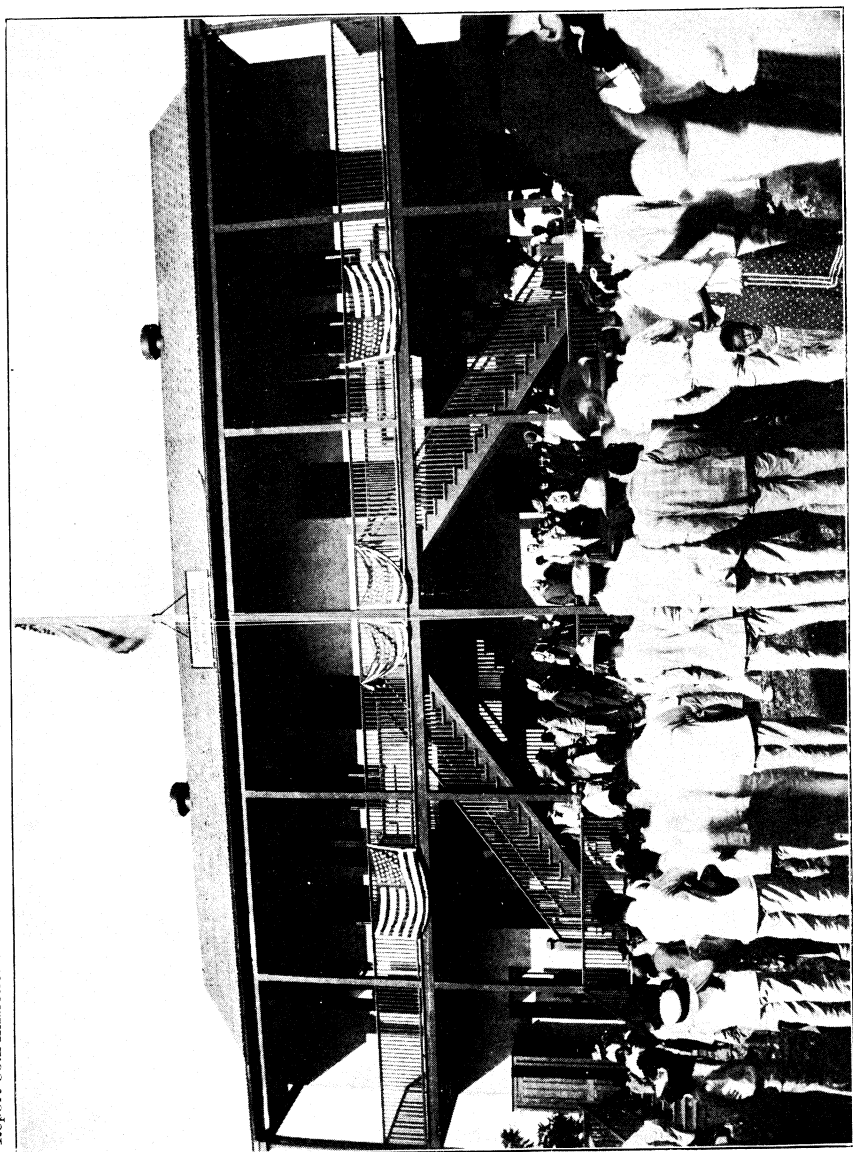
To-day a supervisor called to say that in one barrio in which a new school was opened two weeks ago there were 86 pupils enrolled and he found 69 in attendance. He urges that three graded schools be opened in the barrio to replace the one rural now open.



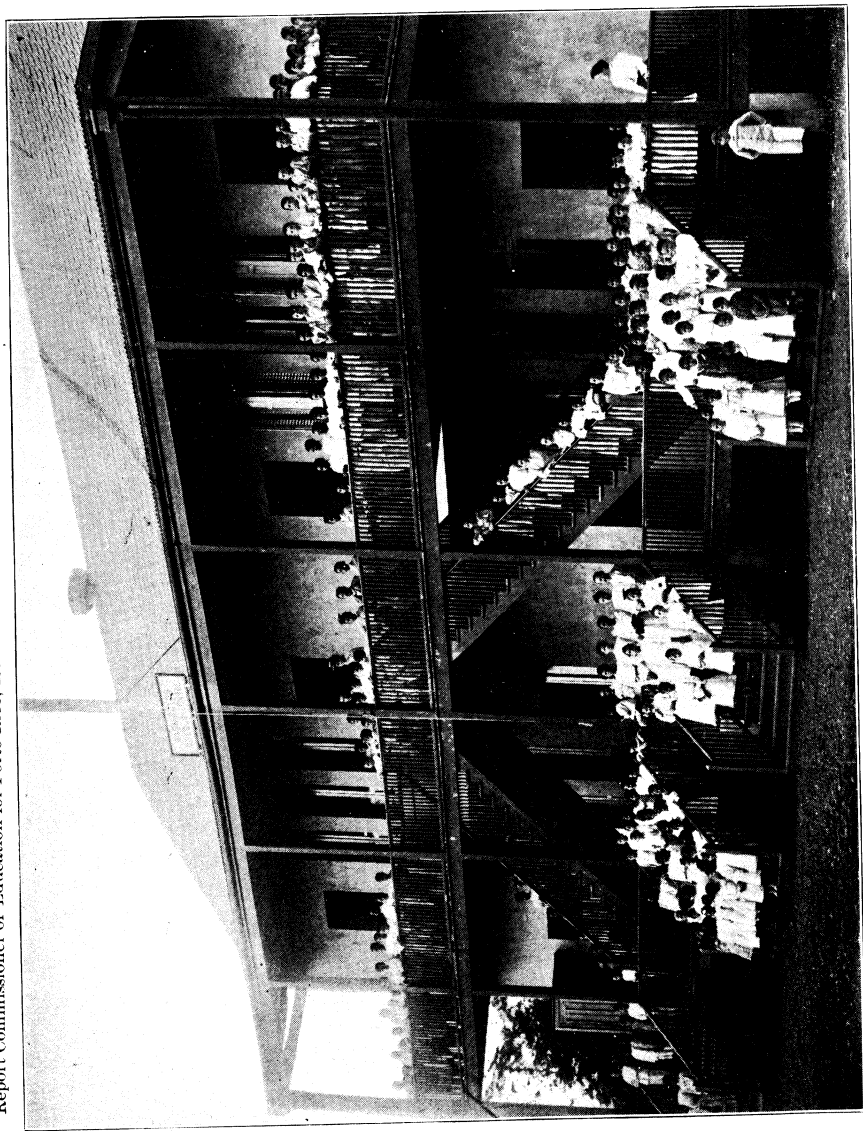
HOMES OF SOME SCHOLARS.



OLD COFFEE HOUSE USED AS SCHOOL AT LARES.



GOVERNOR HUNT DELIVERING ADDRESS AT DEDICATION OF WASHINGTON SCHOOL, GUAYAMA.



WASHINGTON GRADED SCHOOL, GUAYAMA.

Another reports that in one rural school, 22 by 14 feet, there were 45 pupils in attendance the first day of the school year and 80 the second day, and adds, "The whole district is asking for more schools." These are the daily reports of the demand for schools. The people are school hungry. The insular government is doing its best to provide, but there will be mental starvation unless we have national aid. Better than the 33,000,000 free rations so unwisely and yet so generously given here after the cyclone would be \$3,000,000, given in ten annual allotments, to lift these people into self-respect and intelligent, patriotic relations to American institutions.

After thirty days have elapsed and a given municipality fails to open all the schools allotted, the first municipality applying receives these schools by transfer. There are many municipalities whose petitions are steadily renewed. They want all the schools the department will assign. I have never labored so diligently over an appropriation as I have over that for teachers' salaries. If at any moment it seems possible to save funds from any other item, the governor is asked to transfer to the salary fund all possible sums, and at once new schools are authorized.

HOUSES FOR SCHOOLS.

It must be borne in mind that Porto Rico had no school buildings as such. Her schools were all maintained in buildings temporarily rented and arranged for schools. Some of these buildings are fairly good—as good as such buildings can be—but in the majority of cases they are miserable apologies for schoolhouses. In one graded school recently visited I found a room 12 by 16, into which were crowded 54 pupils. The children could not sit down. There were no benches. The confusion and the stress upon the teacher made it impossible to do even acceptably well. Rural schools are not infrequent in which 40 to 60 children crowd into a shed-like structure, with no furniture and the greatest paucity of other improvement. The rooms are not always clean, the light imperfect, the sanitation bad, and the roof full of openings. When it rains—and this is almost a daily event—the children are scarcely able to keep dry. The books in some schools are kept in an open box on the floor. The rain falls upon them and they are ruined. The law requires that each school shall have a chest or bookcase, securely locked, into which all books shall be placed at night, but the local boards have not complied with the law and declare that the lack of funds renders it impossible for them to comply. There is an immediate and pressing demand for suitable school buildings.

These unfortunate conditions are being remedied as speedily as possible. Already almost all the scholars have some sort of seat and desk. In many schools new patent furniture of the latest and best patterns has been placed in the schools. The department has already, by economy, saved enough to purchase and distribute above 10,000 first-class desks, and over 7,000 more are now en route from the factories. These desks are placed in the best houses and the old furniture is sent to the rural schools where formerly there was little or no equipment. Suitable closets for books are being built and the poorest houses are being abandoned. The physical equipment is much improved.

In Ponce the American school occupies an excellent building. It is perhaps the best native building occupied as a school now in use on

the island. The high and graded school of San Juan is well housed in the Beneficencia Building, and is the best equipped school in Porto Rico.

At Lares two schools are kept in the loft of an old coffee warehouse, and the darkness and heat render it hazardous. I am glad to note that the city is now arranging new and better rooms for these schools. In many instances houses were converted into schoolrooms by placing board partitions—in some places curtains—between the rooms for schools. These partitions extend about 7 feet above the floor. The space above is all open. The noise, confusion, and distraction arising therefrom produce great disorder and retard greatly the progress of the schools. Blackboards, as used in good schools, are unknown. The department has furnished and put up over $1\frac{1}{2}$ miles of good silica-cloth blackboard this session, and the children now can do class work on these boards. In one room visited in November I saw a board on an upright post, 22 by 40 inches, painted black on one side. This was the sole equipment of the school. The school now enjoys a board 36 inches wide and 12 feet long. So far as I know, no school in the islands is now without some blackboard surface.

The water supply for many schools is inadequate and impure. Children frequently carry a bottle of water with them to school. Recently I addressed a circular letter to all the school boards begging them to provide good stone filters in order that the children may have pure filtered water to drink. In many districts the boards at once proceeded to carry out the suggestion. At every turn the department must thus take the initial steps. The burden this entails is indescribably heavy. The results are the best compensation.

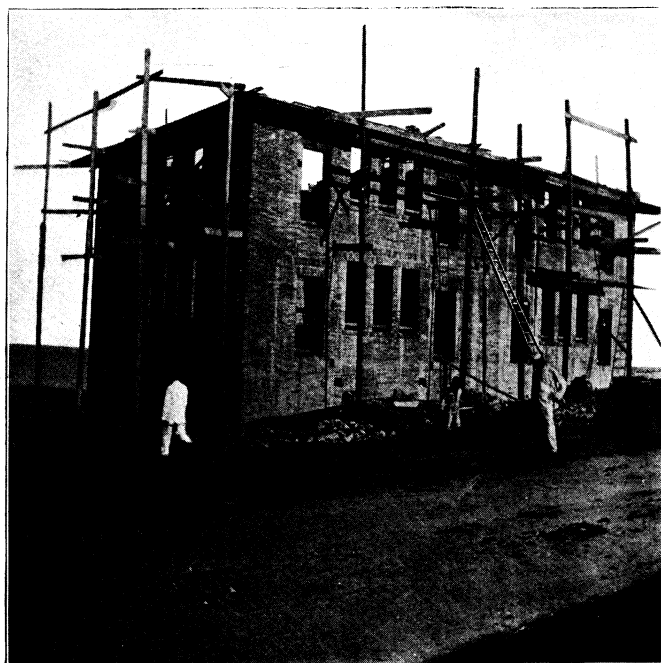
There is an utter lack of proper sanitary provisions. The outbuildings are small, foul, and unfit for use. There is no sewer system and many privy vaults remain uncleared for an entire year. We have closed a number of schools in order to compel a negligent school board to clean and disinfect the outbuildings. The schools are no better, no worse, than the houses of the people. There must be a systematic propaganda organized by school and health authorities to overcome all this. It will take time, patience, and money; but it can and must be done. The board of health is pushing in this matter, and this department is daily exercised in its attempts to work a much needed reform. Fortunately no epidemic disease has yet resulted, but the danger is acute. The education of a people must include proper concepts as to health, cleanliness, and sanitary laws. The school must be an example of what proper sanitation means, and vigilant attention to this is enjoined upon all school authorities.

TWO HUNDRED THOUSAND DOLLARS FOR SCHOOLHOUSES.

Early in November, 1900, I laid before the President of the United States the immediate need of schoolhouses in Porto Rico, and in January he transmitted to the treasurer of Porto Rico the sum of \$200,000 to be used for school extension in Porto Rico. Immediately plans were formulated for the proper use of this fund. Twenty-two rural schools were projected. These in each case were to be given to such municipalities as would donate at least an acre of suitable ground. The prompt response of every district was most gratifying. Sites have been selected for all and awards for many have been made. The delay



McKINLEY AGRICULTURAL SCHOOL AT PONCE.



LAFAYETTE GRADED SCHOOL, AGUADILLA.

in their erection is due solely to the difficulty of securing perfect title to the property. Real estate titles are in great confusion and it has been a source of great vexation that these buildings have not already been occupied. Eighteen are completed and others are in process of construction. These rural schools are located in barrios of dense population. It is the purpose to conduct them as agricultural schools. The building is a neat frame structure, 26 by 36 feet, and will contain furniture for the teacher and 50 pupils. The room will have a bookcase stored with all necessary supplies, a closet containing a complete equipment of agricultural implements, and a flag. Each day the pupils will study books and work in the soil. The children will be given separate squares of ground and, under competent instruction, will plant seeds, study soils, cultivate plants, and acquire, in general, a knowledge of gardening. It is proposed to cultivate vegetables and small fruits, and to help the poor people of the island to acquire a knowledge of agriculture and to encourage them to become owners of small estates. If this plan proves successful, and I feel confident it will, this group of schools will be duplicated again and again until agricultural education becomes a dominant element in the uplift of the poor people of the island.

In eight cities of the island—Caguas, Guayama, Humacao, Coamo, San German, Yauco, Aguadilla, and Manati—substantial four-room brick and concrete buildings are already erected and occupied. These are in every sense model schoolhouses and in Guayama and Yauco, where a sewer system was found, the schools are equipped with modern automatic flush closets of the most approved pattern. At Lares and Pennales two-room buildings are in course of erection, while in Mayaguez and Fajardo large ten-room structures are almost completed. The latter is built entirely of cut stone and will be the most beautiful structure on the island. At Arecibo a six-room brick building is now completed, and work on building at other points is being arranged for. All these structures will be completed by January, 1902. At Ponce I desired to erect a fine school building and am still ready to do so. The city has failed to furnish a proper site. This delay is due wholly to local conditions and the largest city of the island, San Juan excepted, has been slowest to act. The trouble is not due to lack of desire to secure a sight, but to a lack of method on the part of the authorities in pushing the matter to a successful issue. We will finally secure the site and erect the school building; but the delay is most unfortunate. The entire sum will be used to erect modern schoolhouses with proper equipment and with every facility for the most satisfactory teaching. These buildings will accommodate 10,000 pupils, one-fourth of our present enrollment. They should not replace existing schools, but should be an addition to the present number. The budget for the next fiscal year appropriates \$500,000 for school purposes, and this sum is ample to pay the teachers of the present schools and the above-recited increase.

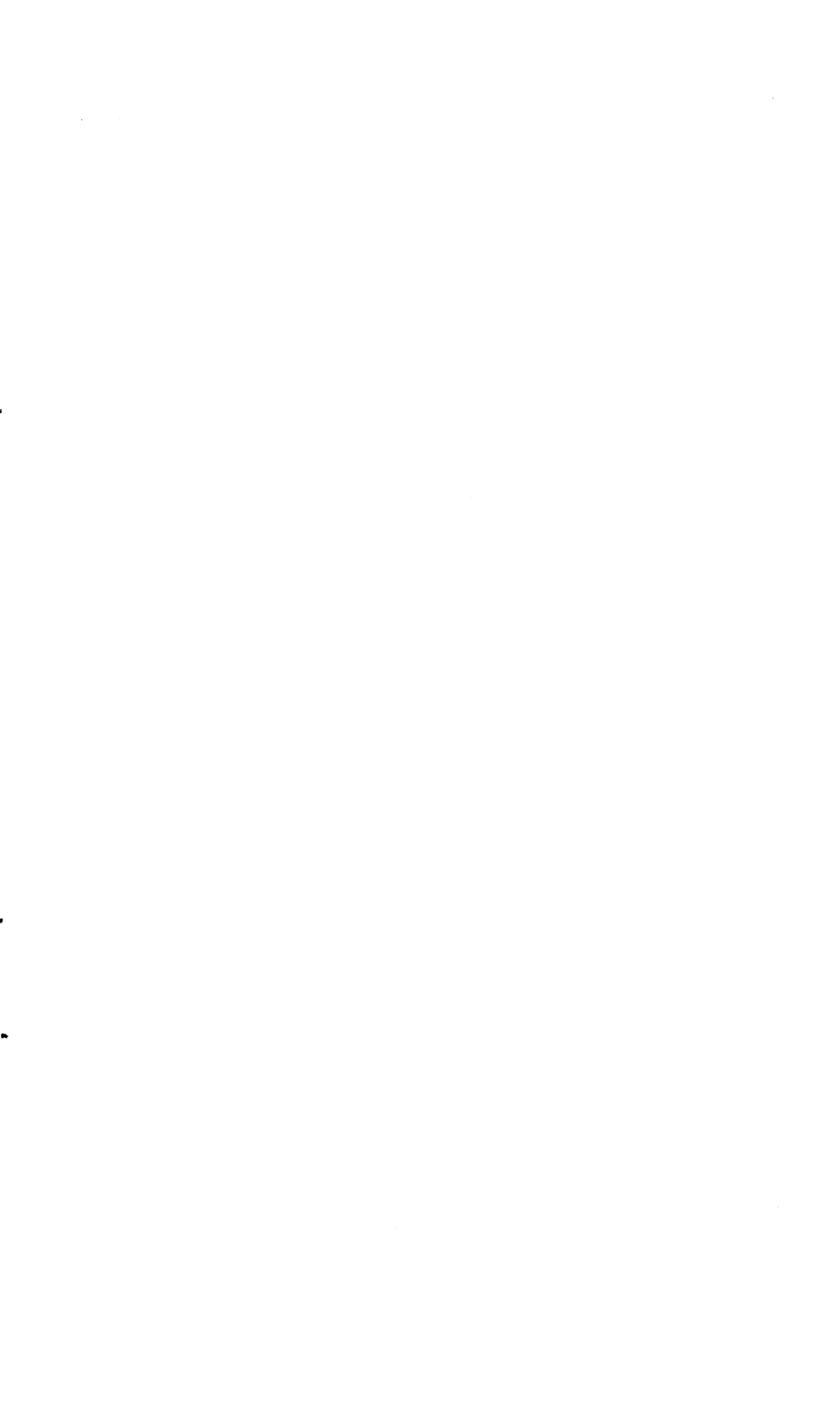
One can not pass this matter without noting the vast significance of American governmental ideas here. These people never had a schoolhouse. They will now have a group of buildings in every way suited to their needs and in all respects a source of pride and of advance in winning their way speedily to statehood and complete self-support and self-respect.

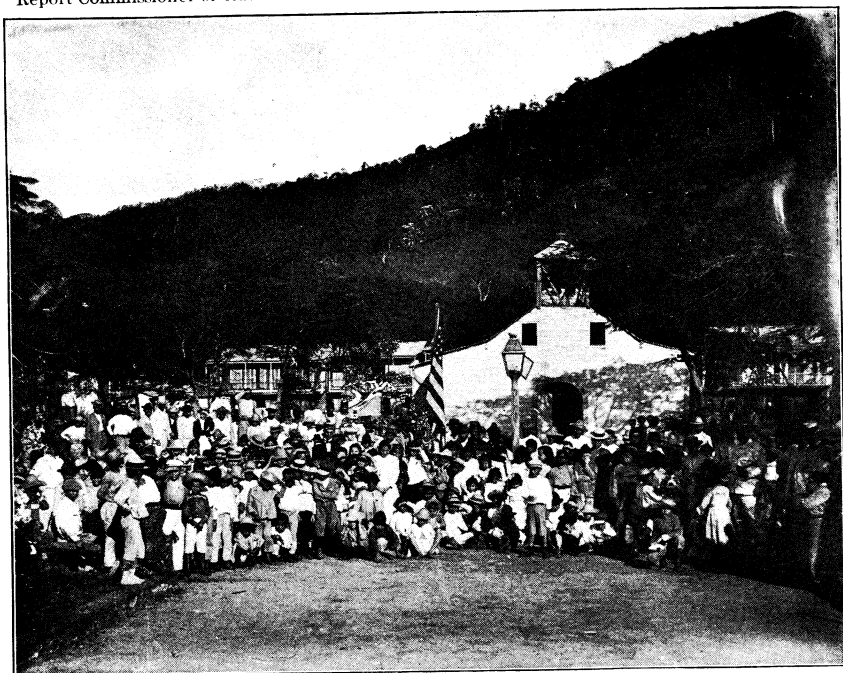
The plans for all the buildings were prepared in the department under the immediate direction of the commissioner and by Mr. Charles G. Post, inspector in charge. It is a source of gratification that the department was thus enabled to save the fees of architects and to expend all the money for increased school facilities for the children. Mr. Post has been a most capable and faithful officer and has directed all the work of the school extension in a commendable manner.

The completion of each schoolhouse is a matter of so much moment in Porto Rico that I decided early to hold dedicatory exercises, inviting the people, and delivering addresses that had for their purpose a proper exposition of a free-school system under American conditions. The first of these exercises was held at Carolina. The occasion was the dedication of the first agricultural-school building. It is called the "Columbus Rural School." Acting Governor Hunt, Treasurer Hollander, Secretary of the Interior Elliott, United States Marshal Wilson, and many others accompanied the commissioner of education. The party was met by a delegation of the citizens of the city and escorted to the school. The children sang America in English and then Governor Hunt raised our flag. The people applauded, and the audience was addressed by the officials present, and the alcalde and other citizens. It was a dignified and impressive exercise and did much good.

Later, at Gurabo, the commissioner was met by officials a mile from the town. As we approached, all the children of the schools, headed by one carrying the American flag, sang the Star Spangled Banner. The children were halted, and under the sunny sky in the public highway I addressed the children upon the flag and its significance. At the school, called the "Jefferson Rural School," the exercises were much the same as at Carolina. At Las Piedras, later, all the children, dressed in red, white, and blue, and bearing the flag, sang welcome as we approached.

At Caguas the large four-room brick building was completed early in July. The people deferred their Fourth of July celebration to the day of the dedication. Acting Governor Hunt, Commissioner of the Interior Elliott, Col. John L. Clem, U. S. A., and other officers accompanied the commissioner of education, and the dedicatory exercises were attended by fully 2,000 people. The city was decorated profusely with American flags, and a banquet concluded the day's fiesta in honor of the school. This school is called the "Lincoln Graded School." Every school is named in honor of the great Spanish explorers, Columbus and Ponce de Leon, or in honor of the great American statesmen. Schools are already named in honor of Washington, Lafayette, Franklin, Jefferson, Jackson, Adams, Lincoln, Grant, McKinley, Longfellow, Prescott, Webster, Hamilton, Garfield, Horace Mann, and Peabody.





FLAG DAY AT COMERIO.



TEACHERS AT SABANA GRANDE.

Schoolhouses in Porto Rico erected in 1901.

ONE-ROOM AGRICULTURAL SCHOOLS (FRAME).

Place.	Date of contract.	Amount.	Completed.
Rio Piedras.....	Feb. 9	\$1,600.00	Sept. 21
Carolina.....	Feb. 18	1,650.00	Apr. 6
Gurabo.....	Mar. 20	1,795.00	Apr. 27
Piedras.....	Apr. 12	1,835.00	May 22
Toa Alta.....	Apr. 29	1,690.00	June 10
Rio Grande.....	....do....	1,719.00	Aug. 15
San Sebastian.....	July 6	1,720.00	Sept. 30
Quebradillas.....	Apr. 15	1,675.00	July 21
Ponce.....	May 24	1,750.00	July 19
Bayamon.....	June 21	1,650.00	Aug. 3
Cabo Rojo.....	Apr. 25	1,538.17	June 14
Sabana Grande.....	May 31	1,641.00	Sept. 30
Anasco.....	....do....	1,590.00	Sept. 14
Arroyo.....	May 14	1,800.00	Sept. 2
Lajas.....	Aug. 22	1,683.00	Sept. 30
Utuado.....	Sept. 10	1,050.00	
Las Marias.....	....do....	1,770.00	

PLANNED (DELAYED IN SECURING TITLE TO GROUND).

Juncos.....			
Barranquitas.....			
Manati.....			
Barros.....			
Juana Diaz.....			

FOUR-ROOM GRADED (BRICK).

Humacao.....	Apr. 17	\$8,950.00	Oct. 6
Caguas.....	Mar. 20	8,850.00	July 13
Coamo.....	Apr. 19	8,408.90	Sept. 14
Aguadilla.....	Apr. 15	8,283.90	Oct. 1
Manati.....	July 23	8,350.00	Oct. 20
Yauco ¹	Apr. 15	7,396.70	Sept. 28
San German.....	Apr. 19	7,383.30	Oct. 3
Guayama ¹	Apr. 23	9,350.00	Sept. 4

UNDER CONSTRUCTION.

Place.	Date of contract.	Amount.	Description.
Lares.....	June 22	\$ 5,700.00	Brick, 2 rooms.
Fajardo.....	June 29	16,000.00	Stone, 9 rooms.
Mayaguez.....	....do....	9,500.00	Brick, 9 rooms.
Arecibo.....	July 12	9,890.00	Brick, 6 rooms.
Penuelas.....	Oct. 1	3,700.00	Frame, 2 rooms.
Aibonito ²	No contract.		Do.
Cayey ².....	....do....		Do.
Ponce ².....	....do....		Brick, 12 rooms.
Adjuntas ².....	....do....		Frame, 2 rooms.

¹ At Yauco and Guayama sanitary water-closets were placed at an additional cost of \$2,500.² These are delayed to secure title to ground.

SCHOOL DECORATION.

The teachers generally have shown a desire to make their school-rooms as attractive and cheerful as possible, and thus create a sentiment not only for better schools, but also for brighter homes. The rooms are often not only wanting in necessary and comfortable furniture, but are unadorned, unattractive, and dismal.

Mr. E. D. Appleton, of New York, has very generously donated a number of engravings of different kinds to the department of educa-

tion for use in the schools. These have been sent to more than 40 different teachers. They have been in all cases received enthusiastically by teachers and pupils. In one school the children offered to go without food for a time in order to frame the pictures for the better adornment of the schoolroom walls. The pupils almost everywhere desire and appreciate more cheerful environments and happier conditions than they have.

The department has purchased 6,000 of the Perry pictures, which are to be circulated among the schools, thus affording an opportunity of laying a foundation for the appreciation of art, of teaching better the lives of famous men and women, and of creating a desire for more cheerful homes and brighter lives.

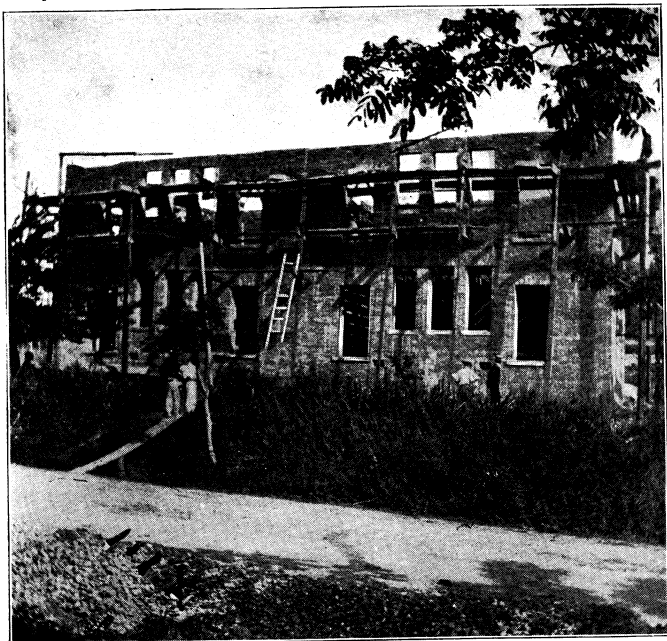
The training department of the Philadelphia Normal School has just forwarded a most beautiful collection of pupils' work for use in our schools. These influences are most helpful. The poor child living in a "shack" a pictureless life will for once gaze and feast upon the choicest works of art.

The schoolbooks are also a source of inspiration to the children. They sit and gaze rapturously upon the beautiful cuts, and in many cases, upon blank paper furnished by this department, have drawn very creditable reproductions. The children are naturally imitative in all branches of art education. They sing well, their penmanship is unusually good, their drawing is creditable, and they are anxious to work in wood and metal. Some very good work is done in the sloyd department of the San Juan school and in the graded school of Catano. It would not be difficult to establish here very flourishing and successful manual-training schools.

COURSE OF STUDY.

The military department issued a course of study in pamphlet form which remained the basis of the work until the legislature made provision for a new course of study to be prepared by the commissioner of education. The first difficulty met with came from the fact that the teachers did not carry out the course as laid down by the military authorities. There was great confusion. There was practically no system. Supervision did not then take note of the minor workings of the school. The fault was not due to the course of study, but to the weakness of the organization. Teachers since then have met constantly on Saturdays. They have discussed pedagogic topics. They have been addressed by supervisors, and also by Mr. Martinez, the field supervisor. A decided professional spirit has been fostered. The new course of study in the meantime was deliberately withheld from the native teachers. It was, however, put to a practical test in the San Juan Graded School and found to be entirely satisfactory, with few modifications. These changes have now been made. The conditions are wholly favorable, and the new course of study—a copy of which is herewith appended—is now being printed. It was not issued until the teachers became thoroughly anxious for it, until they knew they needed it. It will now go to the schools and receive acceptance.

The course is, naturally, too full for the rural school; but it can be abbreviated and adopted. It is modeled after the best in our American system and represents equitably all the fundamental elements necessary to a complete formal education. This formal material must be transmuted by the teacher into elements of life and growth.



FRANKLIN GRADED SCHOOL, COAMO.



LINCOLN GRADED SCHOOL, CAGUAS.

Methods of teaching the several branches have received my careful attention. The field inspector has issued throughout the year an extended series of letters to the teachers on methods. The present teaching is vastly more satisfactory than it was a year ago; but there is yet a great deal to be done. We have been so far spared the utter folly of refining our methods to such a limit that they, and not the substance of knowledge, absorb the spiritual forces of the child. Our methods are crude—too crude; but better this than to have a group of teachers who are method mad, who will not allow a child to think or act unless his thought and action are according to the method. In the face of appalling illiteracy and with an almost herculean task before us we ask only for systematic guidance. We will redeem this island a decade sooner if pedagogic sanity guides and faddists remain on the other borders of the sea. It is to be hoped that here we may be free to teach in the manner best suited to our needs, and that we may have no waiting by the way to hear the pure theorist tell how it ought to be done.

OUTLINE OF COURSE OF STUDY—ELEMENTARY SCHOOLS.

PRIMARY GRADE.

FIRST YEAR.

I. Language: (a) Reading, (b) writing, (c) composition and spelling, (d) memory work.

II. Number work.

III. Nature study and elementary science.

IV. History and biography.

V. Art.

I. (a) Words and sentences from blackboard. Sentences from chart and reader, with definite drill in phonetic elements and words. Reading from chart and primer, with frequent changes of text, using at least three different sets of readers. Insisting upon a clear understanding of the thought, which means a comprehension of the meaning of the word and its relations, before the sentence is read. Attention to bodily conditions in reading—pose, voice, etc.—and directions in pronunciation, articulation, and inflection.

(b) Copying words from blackboard and from slips provided. Here forms, single letters, and letters combined in words insisted upon, following the vertical system, using no ink until about the middle of the school year, first writing with pencil on paper rather than on slate.

(c) Oral telling of stories by teacher, to be repeated by the child. Reading of stories to the children, to be repeated by the child orally. Copying words and sentences. Writing from dictation. Teaching pupils to write their name, and to use the simple punctuation marks and capital letters, noting especially the correct orthography of each word, but not teaching spelling as a separate class exercise. Moving gradually from wholly oral at the beginning over to written composition work as the major exercise, but retaining some oral work at the end. Allowing the child great freedom in the expression of its own thought.

(d) Memorizing and reciting short, simple literary quotations, at least two lines a day, teaching the entire poem as a rule. Exercising care that the selections are sensible and intrinsically valuable.

II. Combinations of numbers to 20, using concrete objects; teaching oral. Begin simple fractional elements, as one-half, one-fourth, one-third, etc., putting these simple numeral elements before the child's eye in figures, gradually, and complete the number concept in each case with appropriate oral stories, allowing the child himself to form the stories, if possible, and perform the operation in the concrete as the story progresses. Gradually lessen the use of objects, teaching the child early to think of the number independent of the thing. Teach simple relative values of pint, quart, inch, yard, penny, dime, etc. Compare various objects as to size, developing concept of surface and content. Give abundant drill, ample illustration, and follow, in part, the Grube method of teaching the child additive and subtractive elements simultaneously, but not pressing this to the full measure of the method.

III. Recognition of common plants and trees, their uses, their relation to man. Recognition of common animals, their uses and relation to man. Recognition of

common rocks, their uses and relation to man. Hints as to their distribution. Simple discussion of parts of the human body, movement, use, and care of each. Simple comparisons of human to other animal bodies. Simple elements of hygiene, as care of teeth, hair, eyes, face. Hygienic conditions in general. Suitable stories and selections illustrative of travel. The habits and haunts of birds, animals, fishes, etc. Descriptions of scenery and such other matters as will lay the foundation for an appreciation of nature.

IV. Selected stories suited to the capacity of the child and to the season, making it subordinate to Group III, including fairy stories and such general bits of historic incident as relate to man in his primitive condition and as portray the general characteristics of historic characters.

V. Free-hand drawing work from memory and imagination. Paper folding, rote songs, breathing and exercises; study of pictures, using results in language; drill in blackboard drawing, and drawing from nature study, using colored crayons, with such additional elements as the teacher of drawing may order.

SECOND YEAR.

I. (a) Readings from several first readers. Phonetic drill continued. Introduction of second reader as early as possible in the year. Abundant reading at sight.

(b) Copying and writing from dictation. Practice upon forms of single letters. Copying from dictation with pen and ink.

(c) Reproduction exercises, but not pushed to the extreme. Drill on common abbreviations, punctuation, and capitalization. Spelling of words having the same sound and different orthography, or different sound and the same orthography.

(d) Memory work reviewed and continued. Selections taken not only from the readers in use, but from the reference library.

II. Numbers from 1 to 100, developing multiplication tables and simple elements of partition and division. Application of weights and measures. Simple fractional parts. Areas or simple solid bodies. Begin the use of a greater divisor than 10 for mid year. Original problems involving simple elements of the triangle, square, cube, etc. Considerable oral work.

III. Observation of habits of animals. History of distribution of animal and plant life. Development of plant from seed to fruit; growing plants, if possible, in the room. Observe each stage of their development. Useful animal productions, especially parts used for food and clothing. Use of seeds to man. Forms of water. Direction and distance of winds. Judgment of distance. Knowledge of local food and animal products. Continuation of hygienic lessons on the skin, use of bones, effect of narcotics and stimulants. Lessons on eating, drinking, breathing, sleeping, healthful foods and drinks. Use of the muscles. Kinds and time for exercise. The value of sleep.

IV. Continuation of and completing of reading of stories and fables, keeping in mind the related work in Group III.

V. Continuation of free-hand drawing, with objects, such as trees, animals. Study of pictures for story. Use of water colors. Drawing from nature in color. If possible, paper folding and paper cutting. Simple elements of definite drawing of lines, straight and curved, and simple geometrical magnitudes.

THIRD YEAR.

I. (a) Different portions of several second readers. Supplementary reader. Introduction of third reader. Copying and writing from dictation with ink. Frequent composition exercises, with increased attention to form and correctness. Attention to choice of words, forms of words, also to clearness and originality. Discussion of right form of sentences for the expression of thought. Memory work continued. Entire selections memorized.

II. Addition and subtraction with and without objects. Multiplication and division clearly developed. Application of familiar weights and measures. Fractional parts especially emphasized. Original problems submitted and worked. Comparative use of cubes and prisms. Simple geometrical elements, largely from observation and by construction, if convenient. Measurement of familiar distances and surfaces. Proper application of the same.

III. Analyses of simple plants, rocks, etc. Discussion of the qualities of objects. Adaptation of animals to their environment; plants to their environment. Discussion of changing length of day and night, and varying temperature. Life history of familiar plants. Teach cardinal points. Detailed study of some drainage system, developing concepts of valley, hill, slope, watershed, plain, etc. Discussion of erosive action of water, soil formation, water, record map of town, study of neighbor-

hood, fixing points of compass. Flesh-making and heat-giving foods. Wholesome and unwholesome drink and foods. Simple lessons on digestion and circulation of blood. Care of parts of body, developing especially the moral value of cleanliness, neatness, tidiness, etc. Reading of books bearing upon the year's outline.

IV. Classical myths and stories, Bible stories, building in the mind, steadily, ideals of what life ought to be, how society develops, what the social body is, and the duties of each one in the social group. Simple elements of civic life. Functions of officers. Reason for law, for legal restraints. Duties to one's country, significance of a flag. Poems relating to the above.

V. Rote songs continued, and, if possible, simple musical elements. Illustrative drawing. Harmonious arrangement of colors. Beginnings of simple design.

FOURTH YEAR.

I. Complete third reader. Extend reading of supplementary matter. Reading of entire books assigned by the teacher. Specific instruction to pupils who have not learned to form letters well. Abundant composition and dictation exercises, noting, now especially, the development of a style, which shall be simple, clear, and in harmony with the character of the thought the child expresses. Reporting in writing the substance the books read. Engaging in conversation for the purpose of development of fluent oral style. Memory work continued.

II. Knowledge of larger quantities, say, to 1,000, or perhaps more. Thorough mastery of the fundamental processes. Drill on fractions to twelfths. Decimal system. Simple business transactions. Common weights and measures. Areas of simple geometrical magnitudes.

III. Study of the development of an animal, as, say, a frog, also of typical plants—using the microscope. Develop the significance of pebbles, sand, and with reference to rocks. Effect of heat on water and air. Effect of heat, water, and air on rocks, animals, and plants. Movements of the sun and moon. Some attention to star groups and their recognition. Lessons on natural divisions of land and water. Map interpretation—use globe. Analyses of Porto Rico, then of North America. Special lessons on climate. Point out salient geographical features of the United States. The anatomy of the human body, dwelling especially on the bones and muscles, joints, ligaments, cartilage. Effect of narcotics and stimulants.

IV. Stories from the Iliad, from pioneer life, especially pioneer life in Porto Rico and the United States. Stories of famous persons, like Marco Polo, Columbus, Washington, John Smith, Raleigh, Ponce de Leon, Lincoln, Franklin, Lafayette, Fulton, Morse, Grant, etc.

V. Sketching from nature or objects. Analyses of leaves and flowers for color. Study of famous paintings for knowledge of color, outline form, etc. Analyses of mass pictures. Study of tints and shades of one color. Development of floral and other designs. Drawing with the ruler, followed by copying if necessary to fix concept. Subdivision of design. Slويد work. Rote singing continued, with some attention to the building of musical system and use of notes, rests, accents, etc., remembering always that the language work and the number work, together with the manual dexterity that grows from simple art elements, form the basis and core of any system of instruction, and that the emphasis of early work must always rest upon these fundamental elements, and that all nature study, all history and geography, and all other supplementary matter has value only as it contributes to the intensifying of these fundamental parts of the curriculum; and of these fundamentals first and most important of all is the language work.

INTERMEDIATE GRADES.

FIRST YEAR.

I. Reading from the fourth reader, with special attention to the character of the literature and an interpretation of the thought, making the study both informational and cultural in its character. Gradually lessen the instruction in writing, but insisting that composition and other work done by the pupils shall be their best efforts. Composition exercises covering the scope of the reading, paying attention to the figures of speech, different forms of sentences, correct punctuation and capitalization, and the right use of words. Memory work continued as far as possible.

II. Drill in fractions, including all the fundamental processes, problems in common weights and measures, simple business forms. Instruction on plane figures. Rules for surface of cube, prism, and square pyramid.

III. Plant analyses continued, emphasizing roots and stems. Study of the form,

leaves, and bark of trees. Influence of the sun in producing the seasons and day and night. Relation of insects to man as useful or injurious. Countries of North America, dwelling especially on mountain ranges and watersheds. Special lessons on soil. Study of the British Isles. Special lessons on climate and productions. The structure, kinds, and uses of muscles. Study of the skin, hair, and nails. Effects of bathing and clothing, stimulants and narcotics. Supplementary reading bearing on natural history, and geography and physiology.

IV. Reading, relating to explorations and discoveries in North America and South America. Study of American colonial life and Porto Rican life, touching upon the Indians and the white man's struggle for occupation.

V. Free-hand drawing, simple plant, fruit, and geometric objects. Study of color. Study of famous paintings. Drawings of children in different attitudes. Arrangement in places as to borders, surface patterns, and rosettes, using color in moderation. Accurate drawings of geometrical figures, music and calisthenic exercises accompanying it.

SECOND YEAR.

I. Continuation of the work in language of the year before, following substantially the same general plan and finishing the reading of the fourth reader.

II. Metric system, percentage in its simplest applications. Simple problems in denominate numbers, computation of solid contents of simple magnitudes, measurements of surface, business problems.

III. Study of vegetation in Porto Rico, dispersion of seeds. Effect of heat and gravity on water and air. Study of bird life and its dispersion. Simple laws of heat. Review the United States and Porto Rico geographically. Study Germany, France, and Spain. Simple lessons on Cuba, the Philippine Islands, on winds and ocean currents. The structure and convenience of the muscles and skin. The growth, waste, and renewal of the body. Simple laws of digestion, circulation of the blood, and the relation of the blood to health. Effect of alcohol on digestion and circulation. Suitable supplementary reading in harmony with the work of the year.

IV. Period of colonization and of the Revolutionary war, and some reference to the early administrations to the civil war, dwelling especially upon the personalities of the characters rather than the administrative problems. Stories connected with the history of Germany, France, Spain, Cuba, the Philippines, and other important countries to the pupils.

V. Drawing of plants and common objects. Analyses of leaves and flowers for color scheme. Study of famous paintings, using the results as language and history material. Drawings in mass of animals and children. Applications of arrangements in spaces of borders, surfaces, etc., using color with discretion. Accurate drawings of simple rectangular objects and the applications in appropriate material. Music and calisthenics as before.

THIRD YEAR.

I. The formal study of the sentence, parts of speech phrases, clauses, analyses of sentences, and drill on nouns and verbs.

II. Applications of percentage to insurance, interest, commission, taxes, etc. Business transactions and accounts. Thorough study of inclosed and solid contents of cylinder, pyramid, and cone.

III. Study of grasses and grains. Typical marine animals. Some plant family, as the rose. General review of North America. Study of Asia and Africa, noting especially colonies and dependencies with special lessons upon productions and government. Study of coal, its distribution and uses. The composition and purity of air, organs of respiration, including ventilation, disinfectants, exercise and clothing, vocal organs and their functions, effects of stimulants and narcotics.

IV. Ancient America, the Northman, voyages and discoveries of Columbus, the Cabots, and Vespucci. Special attention to United States history from 1763 to 1783. Reading from early history of England. Study of the local government officials, by whom chosen, duties, etc. Study of insular government. Study government and United States Government to fix simple civic processes clearly in the mind.

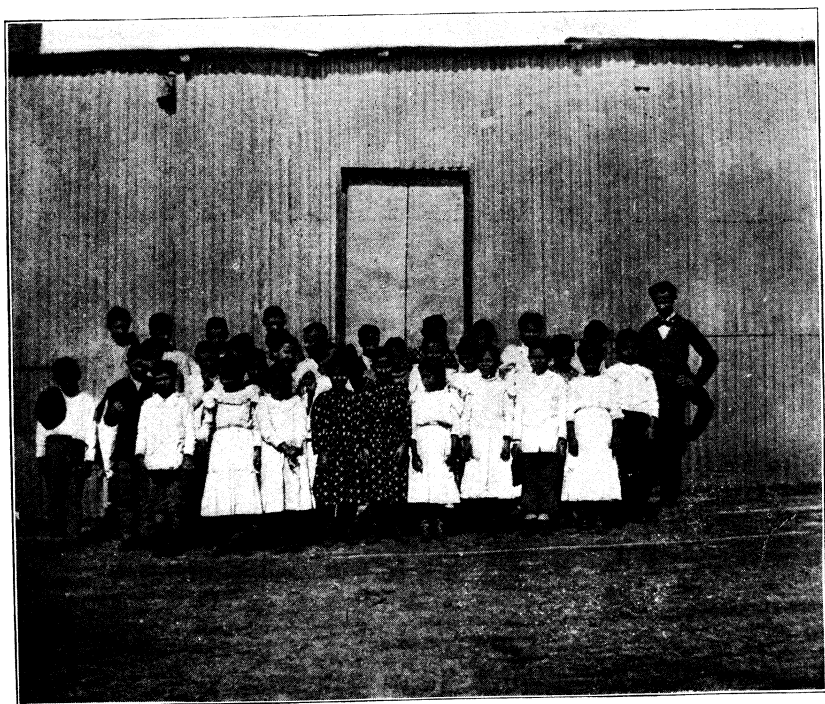
V. Drawing continued in harmony with the work of the year before. Introduction of lessons in modeling and woodwork. Music and calisthenics.

FOURTH YEAR.

I. Study of literature. The reading of pedagogical selections and general survey of the field of English and Spanish literary development, dwelling especially upon



COLUMBUS GRADED SCHOOL, YAUCO.



A SCHOOL AT LARES.

the authors that have touched the life of Porto Rico. Study of the English language continued, including remaining parts of speech. Rules of syntax. Analyses of sentences.

II. Drill on definitions, rules, and formulas in arithmetic. Problems and theories relating to angles and lines. Angles, lines, circles, etc., beginning algebra, including factoring and equations with two unknown quantities. Simple accounts.

III. Study of poisonous plants and trees. Lessons on light, sun and electricity. Comparative study of climate, winds, and states of society. The nervous system. Organs of the special senses. Effects of narcotics and stimulants upon the nerves. Appropriate reading relating to the above topics.

IV. Study of recent United States history. History of Porto Rico to the present time. Reading of English history of eighteenth and nineteenth centuries. Principles of State government. Object of laws, and duties of citizens and of officials. Rights and duties of nations, war and arbitration.

V. Drawing in any medium of common objects. Analyses of beautifully colored nature objects for color scheme. Study of buildings and their influence. Simple perspective. Study of historic ornament and complementary groups of colors. Continuation of industrial drawing and processes. Drill in music and calisthenics.

It is understood that this is a mere outline to be followed in the main. That in the primary school, the first year, at least 40 per cent of the entire time should be devoted to Group I, 25 per cent to Group V, 12 per cent to Group II and to Group III, and the remainder of the time to Group IV. Continuing in this way until the third year, gradually lessen the time to Group I and to Group V, increasing the time in Groups II, III, and IV, in the order named, and in the first year of the intermediate grades giving 35 per cent of the time to Group I, 20 per cent to Group V, 15 per cent to Group II, 20 per cent to Group III, and the remainder of the time to Group IV. Carrying this general relation throughout the four years of the intermediate school, and never sacrificing the language work to any other feature of the course. It is understood further that in the rural schools only that part of the course need be taken up which is not printed in brackets, but in the graded schools, so far as possible, the entire course of study should be undertaken with such modifications and omissions as may be absolutely necessary by local conditions, and which shall be made only by the advice and consent of the English supervisor of the district and the principal of the school. Do not allow pupils to enter a higher grade than the one in which they can do the work satisfactorily. It is easier to promote a child than to demote one. Therefore, in grading the children at the opening of the year it is better to put them in the next lower grade than in the one next higher. It is not so much a question of what grade a pupil is in as it is a question of what kind of work the pupil does in the grade. The teacher should under all circumstances equip herself in all the different groups of studies here provided for. It is further recommended, and even urged, that in each school there shall be collected a cabinet of appropriate objects for the proper presentation of these lessons. These objects may be gathered by the children and teacher in the neighborhood or purchased by the board of education, or made by the children themselves under the direction of the teacher. It is a poor school that does not, through its own resources, provide at least some equipment to do objective teaching. The real test of good teaching is to be found in the power of the child to think clearly and to express his thought in language, both orally and written, and no lesson should be considered well taught until the child has acquired the ability to give an intelligent report of its knowledge of that lesson. Remember that it takes time to grow mental power, and that to make haste slowly and to do good work well is better than haste attended by superficial knowledge.

Beyond all courses of study, and more important than any part or parts of the same, is the power of the teaching, and the life of a noble teacher, impressing upon the children from day to day the simple lessons of Christian manliness and womanliness, earnest devotion to country and home, and that series of civic, social, and moral virtues which in the aggregate make up a noble character. The end of all true teaching is right living.

NIGHT SCHOOLS.

Under section 26 of the school law a night school may be opened by the commissioner of education upon the petition of 20 qualified young men, who, for justified reasons, can not attend the day school. Last year several of these schools were opened as soon as the law became operative. Many more will be opened this year. The petitions reveal

peculiar conditions. Many laborers and clerks petition the department for night schools. Under the law those above the legal school age are not entitled to receive free education at a night school, yet these are the ones that petition most earnestly for such a school. Their action reveals the great desire of many of the citizens to acquire an education. The demand is for instruction in the English language, in the history of the United States, and in arithmetic. It is a great opportunity, and one that must be seized. As soon as the salary list of the day schools is exactly determined the remainder of the budget will be used to open as many of these schools as the available finances will allow.

In this connection I wish to record the fact that many private schools are being conducted in Porto Rico; some by teachers who are not able to pass examinations for a certificate, and hence can not teach in the public schools; others, and by far the larger number, by religious societies. The Roman Catholic Church is devoting much time and money to this work. The Protestant missions also maintain schools in many cities. None of these affect the public schools, and none of these private schools are conducted in the rural portions of the island. Since the percentage of rural life is vastly in excess of the urban life, it is manifest that, no matter to what extent these institutions flourish, they will not provide education for the great mass of the population. It is not my purpose to discuss these private schools, but I wish to record my grateful acknowledgment of the fact that all parochial schools—Catholic and Protestant alike—have been conducted in harmony with the purposes of the department. There is no discord in educational work in Porto Rico. All private agencies have combined to aid the Government to lessen the appalling burden of illiteracy. Books, supplies, and courses of study used by the public schools have been adopted by the private schools.

SECONDARY AND HIGHER EDUCATION.

With the inauguration of an efficient system of elementary schools and of a normal school ample to provide teachers for the same, the labor of providing the first great need of the island is done. Within a year some pupils will complete the course of study in the elementary schools. The high school must then be instituted. The pupils will be prepared to pursue the course of study. In many important particulars the department has already provided for this work. The law is already upon the statute books for their organization and maintenance, the normal school is training teachers for the work, suitable buildings are now being erected, and a course of study is promulgated and accompanies this report.

We have already established a good high school in San Juan. It has been in operation one year and opens its second year under most favorable auspices. Its work is done in connection with the English graded school in the Beneficencia Building in San Juan. This entire school is the successor of the model and training school, which was conducted until July 1, 1900, in the only building on the island erected for public school purposes. This building was destroyed by a mysterious fire—most likely from exploding chemicals in the laboratory—on the above date. It was a crude frame structure and cost, according to the report of Capt. W. V. Judson to Brigadier-General Davis,

military governor, \$10,183.26. This loss was partly covered by insurance, which I recovered soon after arriving on the island. The total loss by this fire was much more. In the building were stored all the books and supplies of the department for use in all the schools of the island. The total loss was more than \$20,000.

This "model and training school" had no relation to the school system of the island. It was an institution unique in its character. Dr. Groff says: "It was originally started as a school for American children." Of its work he adds: "It was the laughing stock of all who knew anything about schools, but I thought it best to let it die easily." Just what it was and what it did I am unable to state. No records remain and no one seems able or willing to make a statement of its work. I am, however, glad to record that it had in its corps some excellent teachers. These were transferred to the new graded and high school, where they have continued to do good work.

The present graded and high school is an articulate part of the entire system of schools. The elementary school has eight grades, all in successful operation, possessing the same course of study as the other graded schools of Porto Rico, with this sole difference, that the instruction is in English and not in Spanish. All the teachers are from the States of the Union. These teachers are doing as good work as one would find in any city of equal size in the States.

The high school is in two divisions—the English and the Spanish. The pupils in the former come up through the grades above designated, and the pupils of the latter come up through the grades of the 5 elementary schools of the city. This high school has a faculty of 6 teachers, and will need at least 2 more before the end of the school year. The growth of the school demands increased quarters, and it is hoped that soon the military government of the United States will transfer to the insular government some of the many excellent buildings now needlessly held by the army. In one of these the high school should be installed. It is generally admitted that some of the buildings rightfully belong to the insular government, and if so, it is manifest that they should at once be transferred, that the schools may have proper and adequate buildings. The need of this is all the more imperative when it is recalled that San Juan is a congested city. Its location on an island is such that it can not grow, except to the eastward, and here the army has laid a strong hand upon all the unoccupied area. Land is exceedingly costly in the city. The municipality is financially embarrassed. The city is overflowing with children. The school board has just opened six new grades in a rented house. There are thousands waiting a school, and the largest and best buildings are half empty, a soldier standing guard. Thus it is that the United States Army is holding possession of property which the schools greatly need, and the children play in the streets, waiting patiently for an educational opportunity.

The only criticism of the work of the year to which I have yielded acquiescence came from a few people who wished higher institutions of learning to be created before the elementary work was organized. I have answered these people that the greater need was to the larger number, and hence we pushed the elementary school to the point of complete organization and gave the high-school work only partial support. In addition to this it seemed to me that it was wise to continue the separation of the old Spanish higher schools for another year, that

we might all the more readily introduce honest high-school effort. The only pupils now in any sense fit, even by age, to take up secondary studies are a few Americans and those who formerly attended the "Instituto," an institution so utterly void of integrity in its work that it was summarily closed by the military government. These pupils were foolishly allowed to pursue studies beyond their comprehension and thus to acquire a wholly superficial view of study. Schools were given ambitious names regardless of the elementary work they did. Pupils without elementary training were taken into advanced work. Education had lost its vital quality of sincerity and thoroughness.

We can now rehabilitate the higher education of the people upon an honest basis. We will know what a pupil can do before we allow him to pursue higher studies. A wholesome public sentiment for thorough training is now developed. We are ready for high schools; we are not yet ready for colleges. No people of college grade will be fitted here for two or more years to come. The Government wisely decided to follow the order of the historic evolution of a school system. Once lay broad and deep the foundation in good elementary schools, and it is an easy and inevitable task to construct all forms of higher training as needed. Another matter of moment must be borne in mind. The old concept was education for the chosen few and dense ignorance for the children of the toilers; the new concept is education for all. The old system was aristocratic; the new system is democratic. The spirit of American institutions and the ideals of the American people, strange as they do seem to some in Porto Rico, must be the only spirit and the only ideals incorporated in the school system of Porto Rico.

COURSE OF STUDY FOR THE SAN JUAN HIGH SCHOOL.

FIRST YEAR.

I. Literature: The reading of the Standard Fifth Reader and supplemental works on English literature. English grammar, including etymology and syntax, especially the oral analysis of sentences rather than any system of diagrams. Beginning Latin and Spanish. (Fifteen periods a week.)

II. Mathematics: A thorough drill in arithmetic, including especially percentage and its applications, to be followed with problems growing out of all the subjects covered during the grammar grades. Algebra: Beginning with the subject and extending through the fundamental processes, factoring and simple equations. Applications of arithmetic to business accounts. (Ten periods a week.)

III. Biology, including laboratory practice with the microscope and covering the general field of animal and vegetable biology in a descriptive sense, with such general analytical work as the laboratory can conveniently provide. Physics: General application to the forces of nature, with special reference to the problems of industrial machinery and including a general knowledge of natural forces. Complete geography. (Seven periods a week.)

IV. History of the United States. Complete history of Porto Rico and the general study of history, special stress to be laid upon the laws and duties of citizens and officials of nations, together with the bearing of European history upon the development of Porto Rico. (Three periods a week.)

V. Drawing from object. Study of historic drawing. Simple architectural drawing. Drill in music and calisthenics. (Four periods a week.)

SECOND YEAR.

I. English classics. Latin, Cæsar. Spanish. (Twelve periods a week.)

II. Algebra (continued). Geometry and trigonometry. (Ten periods a week.)

III. Biology (continued). Physics (continued). (Eight periods a week.)

IV. General history (completed). Civil Government. (Four periods a week.)

V. Drawing, music, and calisthenics. (Four periods a week.)

THIRD YEAR.

- I. English Classics. Latin, Virgil. Spanish. (Twelve periods a week.)
- II. Geometry and trigonometry (completed). (Eight periods a week.)
- III. Biology. Chemistry. (Eight periods a week.)
- IV. Constitution of the United States. Civics, History of England. (Four periods a week.)
- V. Drawing, music, calisthenics, composition. (Four periods a week.)

FOURTH YEAR.

(To be supplied.)

A NEW OPPORTUNITY FOR HIGHER EDUCATION.

In his admirable inaugural address the Hon. William H. Hunt, governor of the island, says:

Porto Rico holds a significant national position. Lying in the oceans between North and South America, halfway between New York and Para, on the way from the Atlantic seaboard to the isthmian canal, forming the gateway for the passing of ships from Europe to Central America, Porto Rico demands the attention of those who foresee that in the struggle for commerce our main country must speedily extend its trade with the 40,000,000 of people dwelling south of us. Transportation lines will multiply as relations grow more intimate, and the harbors of Porto Rico should contribute to this commercial expansion. This island should be the emporium of the West Indies.

If the commercial significance is so great, is not also its educational significance? Already above 300 young men and women from Porto Rico alone are studying in the schools and colleges of the United States. The number is constantly increasing. The great need is to prepare these young people here for college work in the States. To accomplish this the department is bending its energies, but there is demand that the local government can not supply. The children of the governor of San Juan, one of the Danish West Indies, already have sought admission to the public schools here. It would be comparatively an easy task to assemble in San Juan 500 young men and 250 young women to pursue college preparatory studies. Sixty per cent of these would come from contiguous islands and from South America.

Some farseeing and patriotic college or university in the United States will find here in San Juan unequaled facilities to create a great preparatory school. There is a large group of well-to-do merchants, professional men, and planters who are abundantly able and willing to pay for such an education if it were offered them. They now send their children to Habana, to Spain, and to France. The tremendous significance of an American preparatory school of high grade must be recognized. It would turn a steady stream of students to American colleges. It would give the thought life of the island in the near future wholly to American models. It would be a national gain beyond compute. And the people recognize the need of this. What great institution in America will first recognize this open door, enter upon this work, and preempt the higher life of the islands of the West Indies and the South American republics?

CERTAIN FACTORS OF IMPORTANCE.

One often finds the superficial writer stating that the Porto Rican problem is the same as the Philippine problem; and similar senseless statements are constantly being made, to the great injury of civil gov-

ernment here. Without pretending to draw comparisons, it does seem necessary that a few facts that largely condition the educational problem here should be stated.

This people has a civilization that, in many respects, is as far advanced as that of any stable country of Europe or America. It is wide of the mark to think these people lacking in civilization. It is not the absence but the kind of civilization that impairs our progress. The forms of the civilization developed here under Spanish domination are so thoroughly fixed, so inelastic, that the real difficulty is not so much to impart a new as to break the fetters of the old civilization. Before Jamestown and Plymouth Rock, Puerto Rico was a well-developed and socially organized community. That some elements of this old civilization are admirable and much to be desired is patent to any student. That others are greatly to be regretted is equally true.

There is a conspicuous lack of all cooperative activity. The people have not learned to work together on any basis of equality whatever. This manifests itself in almost every phase of public life. It shows itself in the failure of school-board treasurers to secure bondsmen; in the actions of school boards, who, as a rule, are wholly dominated by one man, and this man frequently not a member of the board, and in the universal aspect of the teachers and the pupils. There is conspicuous absence of the deep and healthy community concern, that public spiritedness which makes for social progress in education. Teachers have not the power to organize and to discuss and to advance each other. All such matters must be initiated and conducted for them. It is at this point that the kindergarten, later on, can help the work.

There is a manifest intolerance in the thought of the people. Those who do not share in one's political or family ties are shown no consideration. The rights of a minority are unknown. Thus the cooperative action of a board is lost, and the representative character of local control is nullified. The department has steadily held for true social ideals in this matter, and is removing offending partisans as rapidly as the law will allow. The local sentiment is also gradually asserting itself in support of the commissioner, and such selfish procedure will soon become so unpopular as to render it rare if not unknown.

There is a lack of national conscientiousness as touching public duty. Accustomed for centuries to a government that did not scruple to use its high power for its own ends, naturally there has grown up here among some a feeling that the government is an entity to be taken advantage of in any manner that may present itself; among others, a feeling that the government must protect and provide for them. It is a daily experience to rebuke some offending person, or to have another, who has no sense of self-support, boldly request government aid for personal ends. This mirrors itself in the school life. Children do not scruple to offend against what seem to be the plainest precepts of ethics.

An entirely new group of citizens now attend school in Porto Rico. Under the Spanish Government about 250,000 pesos was devoted to education. This is less than 3 per cent of the total budget. Under the civil government \$501,000 is devoted to maintenance, and \$235,000 to school extension in Porto Rico. This maintenance fund is 25 per cent of the entire insular budget. No money was expended by Spain for school extension.

This is a fair comparison of the relative systems, and explains the statement that a large new group is for the first time given an education. This group represents the poor people—the laborers—of Porto Rico, and explains why the department has opened such a large percentage of rural schools. The children, coming from these homes of the poor, are not well clad and not well nourished. They have no conception of social and domestic life. They are, however, the most promising pupils in the schools. They wear the most limited clothing, and these often in tatters; but they are not denied admission to the free schools if they are at all modestly covered. It is not an uncommon sight to see a barefoot and barehead boy, wearing trousers and sleeveless shirt, marching to school and receiving this his inalienable right as a child of the Republic, a free education under the flag. I have frequently seen touching evidences of the sacrifices made by some simple home to send its children to school. The girls of a certain rural school far in the Humacao district were leaving the school as I passed. They were neatly and cleanly dressed. I saw perhaps 10 of these children immediately sit down quietly by the woodside and remove their shoes and stockings. Placing them carefully under their arms, they walked barefooted to their homes. This, the teacher informed me, was done every day in order that the shoes and stockings might not wear out! It is such cases as this, and they are quite numerous, that touch one's heart and renew one's determination to give these people all the blessings and assistance within the power of the government.

There is always the difficulty of the two languages. The pupils speak a very imperfect Spanish. The rural teachers and many of the guided have the same patois. Thus it is impossible to have pure Castilian Spanish taught in the schools by many of the native teachers. The American teachers are also acquiring this imperfect Spanish. In our high school and in the normal school the teachers use correct Spanish. The English that the pupils acquire is not always good. The army gave the children the first English vocabulary, and it is not a credit to the United States that the first English spoken here was largely slang and vulgarity. The children are bravely mastering the English language. It is now possible for one to find anywhere in the island children who can converse in English. In sending the young men to the United States under legislative provision the candidates were examined in the English language and did very creditable work.

The Spanish language is precious to these people. All their history and their traditions and their civilization are bound up with it. The schools must not lightly turn this fact aside. The children must for years to come have some training in their mother tongue. But English will develop marvelously and will become the commercial and domestic language of the island within much less time than in other of the earlier acquisitions by the United States of Spanish territory. The logic of the situation is that the English language will become finally universal.

There is, of course, apparent on all sides the inevitable concomitants of tropical peoples and of the Latin races. These will remain in spite of the vigor and the energy of the Saxon influences. The school will recognize these, will steadily press against them, will find them only partly susceptible of modification, and will in time be modified by them. Thus we shall have in this island for the first time a new product in education, a system that is democratic in its entire genesis,

and that will gradually be recast by the attempt of a free Republic to transform a tropical Latin race.

AN INSULAR BUREAU OF EDUCATION.

The vast opportunities for expansion in education here, as in all our insular possessions, is equaled only by the needs. The General Government has suddenly found in its new national relations many new problems difficult of solution and essential to our right to possess these islands of the seas. Not one of these is of more vital significance than education. The spirit of our institutions is such as to demand that education be widely implanted where, before American control, it was sporadic and effete. It must, moreover, be a system of education in harmony with the genius of the new nation before whose threshold these islands now stand soliciting early admission to statehood. Experiences here have demonstrated the tremendous danger of allowing this problem to drift at the caprice of local management. The same possible conditions are present wherever the nation is now for the first time implanting for permanent occupancy its fundamental ideals.

Under these circumstances I must earnestly indorse the action of the National Education Association at its Charleston meeting in 1900, and urge upon the National Government the need of immediate legislative provision for national supervision of insular education. There is great need of this now. Mistakes once made are difficult of remedy, and it must be apparent to anyone at all familiar with the conditions that there should be central supervision of the entire insular educational problem. In this way alone can time and money be saved and benefits of our civilization be most speedily disseminated. Another consideration reenforces this judgment. The national administration must give substantial financial assistance to these insular possessions for education. This is absolutely necessary. We can not long allow 200,000 children of school age in a population of 250,000 of school age to remain without educational facilities. Nor can we long tolerate an illiteracy of 77 per cent. The local government has heroically taken up this burden. It is doing all within its power. It can do no more. The cry comes to the great nation. The hope is in national aid. This aid must be given. A bureau of insular education at Washington should have supervision of this fund as well as of the other momentous questions relative to the organization of schools in the insular possessions. Teachers are in great demand. They must come from every section of the Union. The present delays in communication and the inability of the local administration to investigate each applicant renders it exceedingly hazardous to secure proper teachers from the United States. This insular bureau should select and forward teachers as needed, and could select only such as should be sent. Equity, justice, humanity combine to compel action in this essential organization to the end that these islands may have a uniform, economic, democratic school system.

EPIDEMIC DISEASES.

The commissioner of education is by appointment of the governor a member of the superior board of health of Porto Rico. This relation has been valuable to the department because it has kept it directly informed of the health conditions of the island. Fortunately for the children, no epidemic disease has broken out in the schools of the

island during the year, and the health of the children and the teachers, especially the health of the children, has been reasonably good. About a month ago smallpox made its appearance in a mild form in the city of Ponce and threatened for a time to become epidemic. Sporadic cases were noted in different parts of the island, and it was feared for a time that many schools would be closed on this account. Four schools were, by order of the department, closed to prevent its spread. The board of health immediately organized a vigorous campaign against the spread of the disease and enforced compulsory vaccination. As a result the disease has been checked and in some instances stamped out, and the schools that were closed have been reopened. The schools of Ponce were at no time closed on account of the disease, and no child in the schools was taken with the disease. The speedy check of the ravage of this scourge is due in a large degree to effective enforced vaccination instituted here by the military government nearly two years ago. No other serious epidemic disease has manifested itself at any point, and it is the conviction of the department that if proper sanitary measures were enforced and the people were educated to respect ordinary sanitary laws, the death rate would be exceedingly low and the schools would be not at all interfered with by reason of preventable diseases among the children.

It is well to mention in this connection that in spite of the miserable schoolhouses the air that the children breathe in them is not generally vitiated. This is due wholly to the fact that when the school is in session the door and windows are wide open, and the child is practically seated under a roof with the pure outside air at its command. In the near future the schools must have placed in their curriculum some exceedingly simple text on hygiene and sanitation. This can not be done, however, until the teachers have been trained to teach the subject. As it is now, a book on that subject would be of little use in the majority of the schools and the example of the community around the school would not at all enforce the lessons which might be instilled in the school.

SAN JUAN EDUCATIONAL OUTLOOK.

Naturally much interest centers in the work at the capital. Here under the personal supervision of the department and with the cooperation of the school board a fine system of schools is in operation. Above 2,000 children are enrolled. All grades are taught to the third year of an American high school. A kindergarten with over 100 pupils is maintained, and connected with it is a mothers' department. The social influence of this institution is to reach many of the best homes in the city. It is destined to do great good in the city. Its work was begun October 2, 1901.

The city has just fitted up a very good private house on St. Cristo street for six grades. This represents the growth in the schools. All schools in the city are overcrowded. There is urgent need for more comfortable rooms for the high school. The graded schools are not in good buildings, especially the one at Puerta de Tierra. They are, however, much improved. Modern plumbing has greatly improved the sanitary conditions. But San Juan needs two school buildings now. Steps to this end have been taken and stopped because almost every valuable building for school purposes is occupied by the United States Army. Some of these fine structures—all of which were erected with insular funds—ought to be turned over to the insular government

and used for school purposes. It is manifestly unwise to allow occupation by the National Government of buildings not their own, and force the local government to open schools in greatly inferior buildings. It is a matter of great moment to the work of the department that Congress intervene and give to the people here all that is rightfully their own.

San Juan is a densely populated city. The population per square mile is perhaps greater than that of the most densely populated portion of New York. It is surrounded on three sides by the sea. It can grow only to the eastward. Here, again, progress is retarded by the claims of the United States Army to a large tract of unoccupied land. This land ought at once to be sold and occupied as a city extension. The proceeds of sale should become an insular trust fund, the interest to be applied, 50 per cent to the city of San Juan, 50 per cent to the schools throughout the island.

It is a most important matter to arrange now for such a trust fund. The Government owns valuable land in various parts of the island. This land should be leased or sold and the proceeds in toto should become a trust fund for the schools. The great 12,000-acre tract of valuable sugar land near Arecibo called "Caño de Tiburones" is now sought after by a number of capitalists. A franchise will soon be granted, and if properly managed this land alone will yield above \$2,000,000 for such a fund. The insular officials are unanimous in their judgment that this be done and strongly urge it upon the executive council and the house of delegates. The income from many franchises is not now needed to meet current insular expenses; all these funds ought by law to be made a trust fund for schools. A general law upon this matter should be passed by the next legislature.

LIBRARIES.

Three distinct lines of activity in library extension have received my attention.

Early in August I found in the rooms of the Beneficencia building above 5,000 volumes of standard Spanish and American literature, and believing it to be a public service to utilize these volumes as a public library, I obtained the cordial assistance of Governor Charles H. Allen to the project. Three large and suitable rooms in the heart of the city, in the post-office building, were set aside for the library, and the governor named as a board of trustees to open and manage the library the following: M. G. Brumbaugh, president; E. S. Wilson, vice-president; H. P. Fallen, secretary; Tulio Larrinaga, F. Degetau. For the maintenance of the library for the fiscal year ending June 30, 1900, \$1,200 was appropriated.

The board immediately fitted up the rooms, removed the above-recited volumes, and is now engaged in cataloguing them. The library is now open to the public. Its walls are covered with large oil paintings, the nucleus of an art gallery, and its rooms are the welcome resort of all seriously minded people. This library, in my judgment, is one of the most valuable educational agencies the city can afford, and the people are indeed fortunate that they should have this mental treasury opened to them free of all cost and under the most liberal auspices. Too much credit can not be given to the honorable governor and the honorable secretary of Porto Rico for their active and intelli-

gent assistance in making this library an actuality within one month of the time it was first considered by them.

Mr. Degetau, one of the trustees, was obliged to resign upon his election as commissioner from the island to the United States, and Dr. José Gomez Brioso was named by the governor to succeed him. Already this library has increased about 50 per cent and additions by purchase and donations will swell the total number of books to 10,000 before the end of the present fiscal year. It now has 7,400. The legislature appropriated \$2,420 for its maintenance and for purchase this fiscal year. The library is open every week day from 8.30 a. m. to 10 p. m. Its rooms are beautifully furnished and its walls are adorned with four very large canvasses, the work of good artists in Spain and Porto Rico. These paintings form the nucleus of a projected art gallery for the city.

It may not be ill-advised to note also that I have requested the Hon. Andrew Carnegie to provide a proper building for this library. In this request I was cordially seconded by all the executive officers of the government, and it is to be hoped that in the near future the distinguished philanthropist will gladden the hearts of the people and confer upon them a lasting benefit by providing them with means for the erection of a first-class library building in the city. I believe there is no place under the flag to-day where a larger service could be rendered in this manner than here in the city of San Juan. Should this fortuitous condition of things result, it is the purpose of the department and of the trustees of the library to establish in connection with it free circulating libraries, to be sent throughout the island.

There is a great paucity of reading material everywhere on the island, and something must be done to give the people suitable reading matter, in both the Spanish and the English language, in order that they may acquire correct notions of the world at large, and especially of the institutions and progress of the United States of America.

Mr. Carnegie has responded to the first of the following letters inquiring as to the city's willingness to maintain the library, and the second letter explains the magnanimous act of the city. The people are most anxious for a favorable response to this appeal, and we await a favorable response with great concern.

FEBRUARY 27, 1901.

DEAR SIR: On December 12, 1900, the undersigned addressed you in the matter of making provision for a free public library in San Juan, the capital of this island, and a city of 33,000 people. There is no place in the city where anyone can secure suitable reading matter. The people are most anxious to acquire detailed information, especially upon all themes relating to America and American institutions. The urgent need of a first-class library is so obvious, and the inability of these people to provide such a library so well known, that I repeat my petition in the confident belief that there is perhaps no place to-day under the flag where noble philanthropy can render a larger service, and I earnestly request that the matter may have your immediate and favorable consideration.

Yours, very respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

Hon. ANDREW CARNEGIE,
Pittsburg, Pa.

We, the undersigned officers of the government of Porto Rico, heartily concur and unite in this petition.

CHAS. H. ALLEN, *Governor of Porto Rico.*
WM. H. HUNT, *Secretary of Porto Rico.*
J. H. HOLLANDER, *Treasurer of Porto Rico.*
J. R. GARRISON, *Auditor of Porto Rico.*
W. H. ELLIOTT, *Secretary of Interior.*
ARTHUR F. ODLIN, *Acting Attorney-General.*

AUGUST 2, 1901.

DEAR SIR: I beg to acknowledge your letter of June 24, and to thank you most heartily for the same. I beg permission to answer your question as to "What provision will be made for maintaining the library if established" by inclosing herewith a certified copy of the action taken by the city council of San Juan on July 30, from which resolutions you will notice that this city pledges itself to vote \$6,000 annual maintenance fund for the support of this library in case you honor us and help us by establishing the same.

I ask your indulgence while I attempt to lay before you some of the conditions here which I think will help you to form a proper conception of our needs with reference to the library. The city of San Juan, with its environments, represents a population of 46,728 inhabitants. The entire population of the island is 953,243. San Juan is the capital of the island. It has the largest number of schools of any city on the island, there being now 38 schools, and it is the purpose of the department to increase this number to 50 in October. These children have no books save those furnished them free by the Government as texts in the schools. The great majority of these children come from homes where life is congested and where just now there is a beginning of the desire to consult good books. Many of the parents are learning to read from their own children out of school hours. There is also in this city the governing and professional group that dominate the thought of the island. These are also without adequate literature. The number of people in this island who have during the past year learned to read English is considerably above 40,000. There is no literature in the English language to meet this growing demand, and unless these people are given now good books they will lapse again into the old habits of indifference and illiteracy. It is impossible for the public schools to provide the literature necessary to save these people from themselves after they leave the schools.

I may add that there is a free library now in this city containing about 5,000 volumes of antiquated Spanish literature and the Government reports from Washington for the past two years. This library I have gathered into rooms temporarily in the post-office building, and the library is supported by an appropriation from the legislature of Porto Rico amounting for the fiscal year to \$2,420, of which \$1,080 is used for salaries, the remainder for equipment and contingent expenses. I would respectfully call your attention, therefore, to the fact that the government of Porto Rico would in all probability supplement the action of the town council of San Juan, thus giving a maintenance fund of approximately \$8,000 or \$9,000. As president of this free library, I can safely assure you that as soon as a good library building is erected the entire collection now in the library would be transferred to the new library building and become a part of its equipment. There would also be transferred with this library some five or six large oil paintings sent here many years ago by Spain as the nucleus for an art gallery. These paintings are in a good state of preservation, and are regarded by critics as of considerable artistic merit.

The city of San Juan is the most densely populated city in Porto Rico. It is located on a narrow island between the Atlantic Ocean and the superb bay on the south. The city can grow in but one direction—to the eastward. Its present eastern terminus is the Plaza Colon, upon which fronts the theater of the city, and the old Spanish fort, San Cristobal. There is room on the eastern front of this plaza for the erection of a splendid library building. Thirty-three thousand people in the city proper and 13,000 in a suburb called Puerta de Tierra, just east of the site, and beyond that 20,000 more in a suburb called Santurce, would be within convenient walking or trolley distance of this library. The location is the best in the city and the ground will be given free for the library. This ground is worth approximately \$20,000.

The proposition in brief, therefore, is that we agree to furnish the best site in the city, the city council has already agreed to provide a maintenance fund of \$6,000 per year, and the insular legislature will without doubt continue to the new library what it now does for its present meager attempt to furnish reading matter for these people. May I be permitted to suggest that a building should be erected on this ground at a cost of not less than \$100,000, and an equipment fund for the purchase of books and furniture and cases of \$50,000 could be added in order that the entire equipment would be adequate to the needs of the community and be a credit to the American administration, to the American Government, and to the generosity and philanthropy that would make possible this great need of these people.

In your letter you stated that usually the city is expected to provide one-tenth of the amount donated as an annual maintenance fund. May I be permitted to say that the maintenance fund here would be a much smaller percentage of the total amount of the donation than would be required in a city in the North? There would be no expense here for fuel, and no provision would be needed for artificial ventilation,

and the cost of electric light for the evening would be very reasonable for the reason that the electric light company would make a special reduction in view of the fact that this is a public charitable institution. I am quite confident that the fund indicated above as a maintenance fund would accomplish more here than double the amount in a city in the North where the rigors of the climate would require different treatment and largely increased expenses. We wish especially to emphasize this point because we believe it would be right that you should bear this in mind in connection with the fact that this city is struggling to do everything in its power to help its people to a higher social, intellectual, and moral plane, and from the personal knowledge of the financial status of the city I feel warranted in stating that they have made a generous provision within the scope of their means.

After careful consideration of this matter by the governor and the executive heads and the city officials it was unanimously agreed that I should lay these facts before you, and that I should further suggest that, in order that this trust may be properly and promptly executed, the fund for this library should be placed at the disposal of a competent committee of three or five individuals, preferably three, and it was agreed to request that you designate as the three the governor of Porto Rico, the Hon. Wm. H. Hunt; the commissioner of education, whose name appears below; and the alcalde of the city of San Juan, Hon. Manuel Egozcue. This committee would immediately take charge of the whole problem and push it to a speedy and proper conclusion, and would, perhaps, better than any other committee, be able to carry out in detail your directions and wishes with reference to the library.

I need not repeat what I said in my former letter and what rests daily strongly upon my conscience, that the crying need of these people is just such a library, that we do not have within ourselves the resources to provide it, and that we turn to you in our great need and in this emergency earnestly petitioning you to give this matter your early and, we sincerely hope, favorable consideration.

Awaiting with deep concern your reply hereto, I am, with great respect, very sincerely, yours,

M. G. BRUMBAUGH, *Commissioner.*

HON. ANDREW CARNEGIE,
Skibo Castle, Ardgay, Scotland.

The need of a complete exhibit of pedagogical literature, text-books, and school apparatus early impressed itself upon me. When rooms were secured for the department offices it was arranged that two large and convenient rooms be set aside for this purpose. Requests for donations of exhibits were mailed to many friends in the States, and we have already received about 300 volumes and many pieces of school apparatus. These were delivered here free by the Government transport service, and many additional donations will arrive in the next fortnight. The department has also purchased standard pedagogical works to the number of 500 volumes. In these rooms we have a complete pedagogical literature. These volumes are carefully catalogued, and the rooms are open to the public daily from 8.30 a. m. to 4 p. m. Already many persons have come to consult the volumes, to study the development of text-book making, and to ascertain what is possible in the equipment of a first-class school.

This museum and library is of great educational value. The teachers of Porto Rico never saw the best books and supplies. They know little of the vast array of school aids, and to them a visit to this department will be a revelation and an inspiration. Citizens also find here the possibilities for elementary education, and are led to request that school boards provide with increasing liberality the best material for the education of their children. Volumes from this library may, with the consent of the assistant commissioner of education, be taken from the rooms for a limited time. Already over 850 volumes have been taken from the library, and hundreds have been consulted in the room. It is the purpose to make this library and museum serve in the fullest possible manner the need for authentic educational literature.

Beginning one year ago without a single volume, the library now contains 1,368 volumes. These are in constant use. The entire cost has been less than \$300. The assistant commissioner has selected about 200 volumes of the best pedagogical literature, which he mails regularly to teachers, allowing each teacher two weeks in which to return the volume. Thus the same volume has been sent to as many as 15 teachers, and these books have been read and reread by the supervisors and teachers throughout the island.

The third activity in library work on the island is due to the work of earnest teachers and supervisors, who have commenced the establishment of school libraries in many parts of the island. I was recently shown through a school which contained what the children were proud to call their library. The case for the books was a box in which the supplies for the school were sent from this department. The children, with great enthusiasm and considerable skill, had converted the cover of this box into three shelves, and had placed the box on end in one corner of the schoolroom. This was their bookcase, and the children had taken upon themselves the burden of filling these simple shelves with good books for themselves and their comrades. By actual count there were 14 books in the case at the time, and the teacher proudly informed me that the children were already in possession of enough money to secure six more. If the good people of the United States could realize how much it means to these children to have books, and if they could appreciate the difficulty of the struggle that attends the poor child in his effort to get hold of good reading matter, I believe they would send to these children large numbers of suitable books. If such books were sent to this department they would be distributed at once where they would do the largest amount of good. Not long since a number of magazines were collected from a few friends here. They were sent out over the island to the teachers, and their grateful acknowledgment more than repaid the donors for their trouble, and gave additional evidence of the great hunger for good reading matter existing in all directions.

PATRIOTIC EXERCISES.

Almost every school on the island has an American flag. One hundred and eighty were recently presented by the Lafayette Post, Grand Army of the Republic, New York City. These now float over the new schools opened in October last. The patriotic philanthropy of this post is worthy of commendation. In almost every city of the island, and at many rural schools, the children meet and salute the flag as it is flung to the breeze. The raising of the flag is the signal that school has commenced, and the flag floats during the entire sessions. The pupils then sing America, Hail Columbia, Star Spangled Banner, and other patriotic songs. The marvel is that they sing these in English. The first English many of them know is the English of our national songs. The influence is far-reaching. In many schools the children also sing Borinquen, the canto provincial of the island. It was proscribed in former days, and is now all the more precious to the hearts of the people.

Washington's Birthday exercises were proposed and outlined by this department in a circular letter to the supervisors. Immediately the teachers took up the suggestion and the children were enthusiastic in





CHILDREN PARADING JULY 4, SAN JUAN.

their devotion to the plan. As a result these exercises were held on a scale so vast and so successful that the friends of the schools were more than pleased. We had no conception of this latent power. These exercises were a fitting occasion to display their patriotism and their school training. In each case the exercises consisted of patriotic songs and speeches on Washington and on patriotism by the pupils. The exercises were held in the theaters and largest halls of all the cities, and when no room could be had large enough the exercises were in the open air. In a number of cities bands of music headed processions of children as they marched through the city streets. Leading citizens donated funds to defray expenses. In not a few smaller cities dulce (light refreshments) were served free to all the children at the close of the exercises.

In San Juan his excellency the governor and his cabinet and the members of the legislature joined with hundreds of citizens to honor the occasion. The regimental band was generously given by Colonel Buchanan, and the day's exercises were of a most satisfactory and impressive character.

At least 25,000 children participated in these exercises, and perhaps 5,000 citizens joined in the patriotic demonstration. These exercises have done much to Americanize the island, much more than any other single agency. No such demonstration was ever witnessed in Porto Rico. The young minds are being molded to follow the example of Washington. It is one of the most gratifying results so far achieved in our work.

The anniversary of the birth of our flag, known to the children now as "flag day," was more generally observed than I have ever known it to be observed in the States, and more enthusiastically. This day was declared by the department a half-holiday, a programme was proposed, a history of the flag was sent to each teacher, and the afternoon was given to a universal celebration of the flag of the Union. Forty thousand children were assisted that day by upward of 60,000 citizens in doing honor to the Stars and Stripes. Everywhere the most enthusiastic meetings were held, and I am confident that it was the greatest day of patriotic devotion to our flag ever celebrated in the Tropics.

In San Juan all the children marched through the principal streets. Each of the thousands of pupils carried a flag; many were costumed in the national colors. It happened that our governor and his wife drove out the street as the parade moved in the opposite direction. The governor confessed he had forgotten what manner of day it was, but when the happy children for squares came to attention and saluted as he drove by, he was most cordially reminded that the children knew what natal day it was. Down this long line of waving flags, cheering children, and happy teachers the governor passed in a triumph such as few men have accorded them. One of the two Loyal Legion men in the island at the time, and one who had at times a none too hopeful view of the future, was touched to tears. He could comprehend this expression of the children. He turned to a companion and said, "This is the most gloriously hopeful scene I have witnessed in Porto Rico. This is a great work." He voiced unanimous judgment. Twenty thousand small flags were used that day, furnished by the department for the schools. The scene in San Juan was duplicated everywhere. It was a field day of American patriotism. The same demonstration was repeated in the magnificent Fourth of July cele-

bration throughout the island, and although I was personally in charge of the exercises, they fell within a scope of a civic rather than a school function, and hence need not be described here.

These people are patriotic. They love their beautiful island. They long to see it prosperous, enlightened, exalted. They love the American nation, in spite of foolish and impossible assurances from army officers who should have known better than to deceive a people with false hopes, in proportion to the enlightened understanding they have of her institutions and of her purposes to Porto Rico. The national sentiment is gradually growing with the insular pride, and will eventually be one, as the destinies of the two peoples now are one.

ASSISTANCE TO POOR STUDENTS.

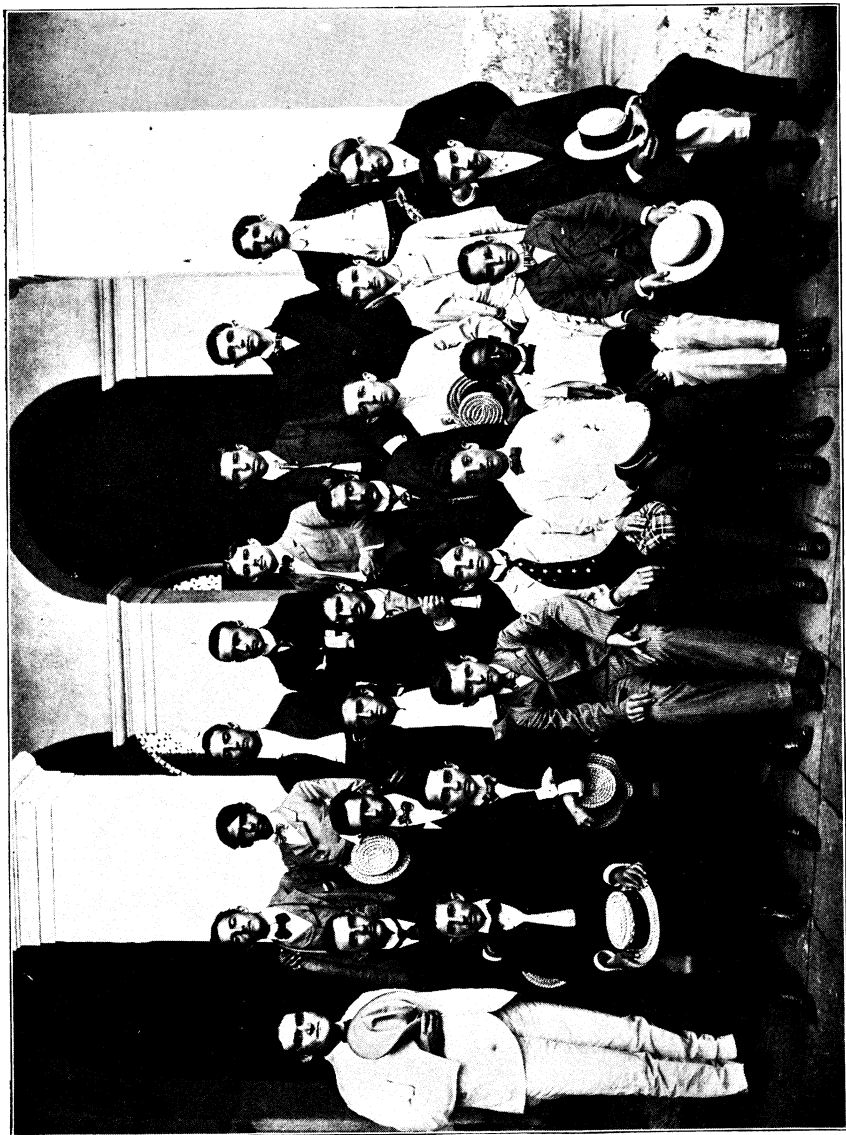
The desire to be educated in the United States is widespread. Hundreds of young men and women have petitioned me for assistance. They have in each case a most touching story of need and of desire. They are willing to do anything, make any sacrifice, to obtain an education in the States. We have now on file petitions from more than 500 young persons, the greater number of whom are worthy of all the assistance they seek.

At the beginning of my year's work I addressed letters to many friends in charge of good schools in the States, and already I have sent through my own personal efforts to the schools of the United States 129 young men and women. Through the kindness of Hon. Elihu Root, Secretary of War, many of these went North on transports of his Department. These 129 young people's education and transportation cost the island absolutely nothing.

Col. R. H. Pratt, superintendent of the Indian Industrial School at Carlisle, Pa., generously agreed to receive 30 more. His own magnanimous spirit and the great pressure upon me led to his receiving 45 before he was compelled to cry "stop." The limit of his dormitories had been reached. These young men and women were chosen by the supervisors from the poor students in the public schools, and are typical of the life the schools here are daily helping. Reports from these young people prove that they are tractable, teachable, and capable. Colonel Pratt has written of them most favorably, and his generous assistance has made his name precious in many homes in Porto Rico. These all are being educated at no cost to the people of the island.

The legislative assembly also felt the pressure for assistance and enacted two laws, known as "H. B. 35" and "C. B. 12." The former provides for the education in the United States, in schools selected by the president of the senate, the speaker of the house, and the commissioner of education, of 25 young men, each of whom is given \$400 for his year's maintenance and education. These young men were chosen by competitive examination. The examination was conducted in seven cities, and covered the following branches: English language, Spanish language, history of the United States and Porto Rico, arithmetic, and geography.

In all 161 aspirants took this examination—in San Juan, 51; in Arecibo, 13; in Aguadilla, 11; in Mayaguez, 26; in Ponce, 24; in Guayama, 18; in Humacao, 18. Twenty-five were selected and sent. They are now successfully engaged in study at the best preparatory schools available in the United States.



BOYS SENT TO SCHOOLS IN THE UNITED STATES BY THE INSULAR LEGISLATURE.

Under C. B. 12, ten boys and ten girls were designated to attend Hampton, Tuskegee, or similar schools. They were allotted \$250 each per year, and were chosen from all parts of the island. They are to pursue industrial studies and return here to assist in the industrial development of Porto Rico. These are now also in the schools assigned. The legislature in both cases held that money expended in making men and women of brain power and trained in American institutions was well expended. These young people have a great opportunity. I am confident they will not disappoint reasonable expectations. The total annual cost of these 45 young people can not exceed \$15,000. In all 219 pupils have been sent North by the department. This has been a labor of love, but it has been a labor none the less, and the commissioner has the personal oversight of these young people. He must meet their parents, answer their letters, write their principals, and in general carry a great burden of work and worry that these may have ample help in their noble ambition to become educated American citizens.

CONCLUDING REMARKS.

The second school year under the civil government is well begun. The vacation was devoted to the erection of buildings, the Summer Normal Institute, and a general reorganization of the entire system. The new year opens auspiciously. It is a matter of great satisfaction to be able to record that without delay or friction almost 50,000 children began to study in a prepared and complete system of schools at the opening of the school year, September 30, 1901. This organization now is a source of strength and pride. There are no protests. The public school is a recognized and welcome public institution.

This result was not possible until the commissioner had made a detailed study of the entire problem after face-to-face contact with schools and teachers throughout the island. There are sixteen supervisory districts. I have visited many places and schools in all these districts. I have been in every important town and over every important road in Porto Rico. I have met all classes of people, and have visited all sorts of schools. This intimate acquaintance with the entire island has been of great service to me, and perhaps has, more than any other single agency, allayed criticism and hastened harmony and cooperative activity among all the various agencies that have to do with the success of the schools. These journeys were taken as often as the exactions of my department and my duties in other branches of the government would permit. Travel is not agreeable recreation here; it is sacrifice. To drive as much as 92 miles in one day over poor roads, through deep rivers, and heavy rains, arriving at one's destination at midnight, is not pleasant. It is a great drain upon one's energies, and I have repeatedly returned quite ill.

Appended to this report are the statistics of the school year. These show the scope of the work and give graphic presentation of the first year's schools under my supervision. I also append copies of various circulars and forms used in the carrying on of the work.

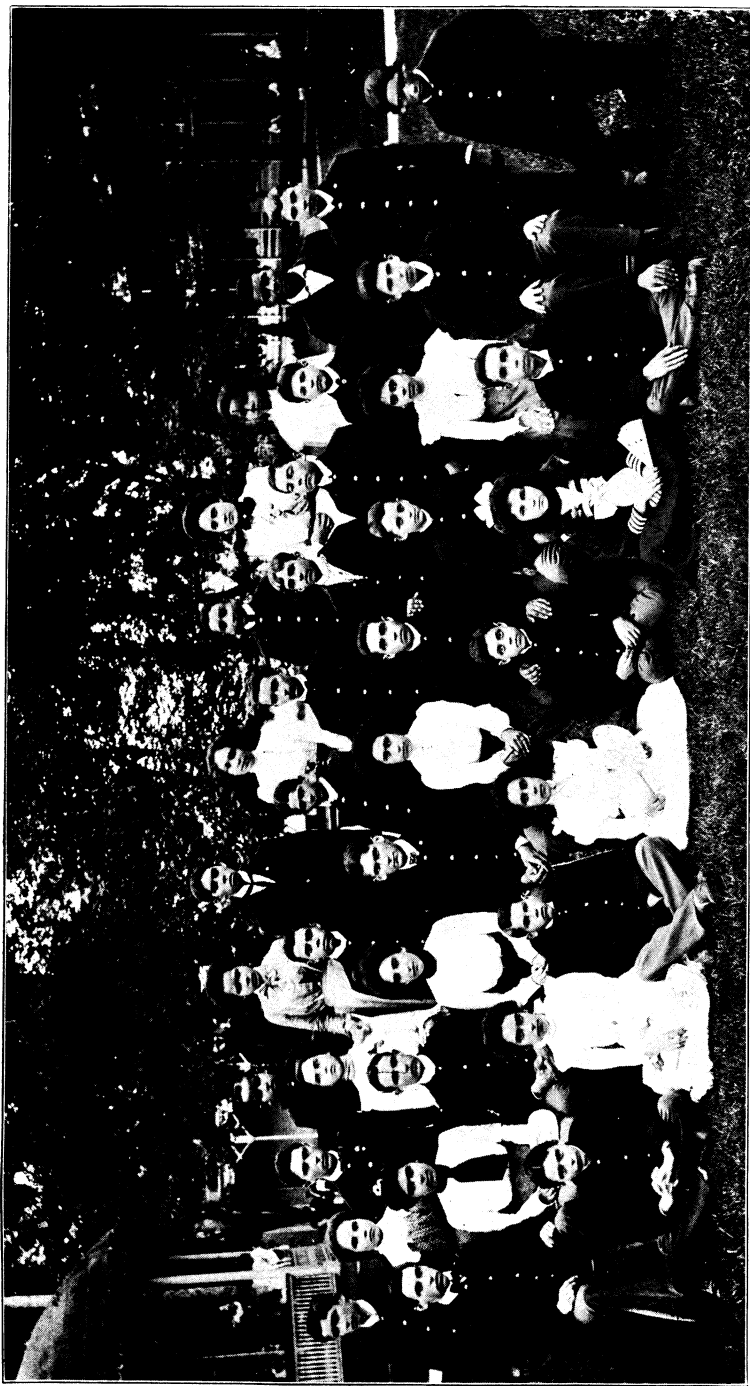
The school year has not passed without its worries. Troubles have arisen. They will continue to arise. It is a sign of healthy growth. But the strength of the organization is thus put to the test. No difficulty has presented itself that the department has not met promptly and that it has not resolved in a satisfactory manner. At first the

firmness of the commissioner caused him to be dubbed "A czar that had come down here to run the schools." At the end of the year he had become the counselor and protector of thousands of teachers and parents. He is now appealed to for all sorts of help and perhaps has the close sympathy of as many people as any other officer. This is, of course, due to the conditions here. These people look to the government for all sorts of aid. I determined from the first to be unceasingly useful so far as I could. The teachers soon found that they were protected absolutely so long as they did their duty. They ceased to send letters from politicians and began to come and state facts. The lesson has been a most wholesome one.

It is my duty to record that much of my time is required for services not germane to this department. As a member of the executive council, as its temporary chairman, as a member of the election franchise, enrolling, and other committees, as a member of the superior board of health, and as president of the free public library, many duties devolve that absorb time and energy. These duties must be performed; but it is manifest that the stress of all these multiform duties can not long be borne. There is a limit to one's endurance. I am doing my utmost to be faithful to my duties, but must emphatically assert that the school problem is abundantly large to occupy one's entire energies.

There are two classes of people who give constant worry and trouble to the department. One of these is the class of people who do not understand what the system of education is endeavoring to accomplish. The other is the class of people who do not want to understand what the system of education endeavors to accomplish. The former deserve all sympathy and are always treated with great patience and consideration by those in authority. They have been written to, they have been visited, and they have become convinced of the reasonableness of the work that is going on in their midst. They have been changed from critics to friends of the system of education, and they have become a part of what in the end must be the source of power in the system of the schools—a healthy public sentiment that cherishes all that is good in the schools, that suspends judgment upon all not wholly understood, and that frankly and freely criticises that which it can not commend. For such a public sentiment the department is devoutly thankful. It wishes nothing more, and will be able, with such a sentiment sustaining it, to accomplish everything that a school system should accomplish for the people of the island.

The latter class of people are not honest. They are not in sympathy with a system of public education. Perhaps they would prefer that the children should not learn. In this class are those who have not succeeded in obtaining positions they wanted, and have foolishly imagined that they could obtain promotion by abusing the system which they felt had not given them their full rights. With a zeal that is not born of knowledge and an impetuosity that is far from reasonable, these have talked and written as no loyal citizen should talk or write, perverting the facts, deliberately misrepresenting in every way, to inflame the public mind against everything that is reasonable and helpful and progressive in the schools of the island. It is to be hoped that this number will grow less and less as they learn by experience two important truths—that no one can obtain advancement and recognition by abusing those whom they hope to have help them, and that



PORTO RICAN PUPILS, INDIAN TRAINING SCHOOL, CARLISLE, PA.

no one can long sustain himself in a position where he sets himself deliberately and defiantly against the better sentiment and the more enlightened judgment of the people.

The education of the thoughtful mind along helpful lines, the answering of interested inquirers, the imparting of specific information, are all legitimate functions of the department, and through those channels, with patience and perseverance, there is growing up a constantly increasing sentiment in favor of the system of education, which sentiment is large in charity for the crudities which must necessarily be in a new system, and large in helpfulness to those who are earnestly and honestly striving to bring a speedy and satisfactory system of education to the people of Porto Rico.

I wish to make grateful acknowledgment for the many kind and considerate supporters to the work that I have undertaken in this island. Patriotic citizens with large faith in what they, as well as we, believe to be the best things, have constantly encouraged and supported the administration of the schools, and it is my belief that the schools of Porto Rico to-day may justly be regarded as a source of pride to her people and of great helpfulness and inspiration to the children who throng them from day to day, and who in their daily lessons and exercises in the schools are struggling and strengthening and lifting themselves into an intellectual power which will make them worthy citizens of the island.

I have continued the system of notes and suggestions to the supervisors from time to time, and append herewith copies of the same, a careful reading of which will inform the inquirer as to the general lines along which it has been my desire to see the schools develop. There is also appended a statistical statement of the disbursements of the department for the fiscal year.

It remains only to be added that in a former report I made the remark that the department was able to manage and direct the system to whatever limits it might be able to grow. In spite of the fact that much of my time and effort has been diverted from the specific work of the schools, it is a source of gratification to be able to say that my former statement is still true. The schools are being carefully supervised and their condition is known, their progress is known, their limitations are recognized, and, in general, the work of education on the island has been conducted under careful oversight and sympathetic concern for the interests of the children and the welfare of the schools.



APPENDIX.

FINANCIAL REPORT.

Disbursements for school extension in Porto Rico for the fiscal year ending June 30, 1900 and 1901.

	1901.				
	January.	February.	April.	June.	Total.
Salaries.....	\$172.20	\$155.60	\$475.65	\$684.40	\$1,487.85
Traveling.....	84.85	18.77	186.85	258.85	549.32
Examination of titles.....		10.00		145.00	155.00
Erection of buildings.....			3,460.00	12,002.97	15,462.97
Fire insurance.....				77.20	77.20
Contingent expenses.....		27.40	28.60	77.45	133.45
Total.....	257.05	211.77	4,151.10	13,245.87	17,865.79

	1900.					
	July.	August.	September.	October.	November.	December.
Common schools:						
Teachers' salaries.....	\$7,441.91	\$6,317.91	\$3,999.42	\$22,213.50	\$26,269.00	\$27,153.50
Expenses and supplies.....						20.00
Text-books and supplies:						
Purchases.....			2,640.40	3,745.45	7,332.35	2,808.67
Transportation.....	7.27	8.46	79.96	239.00	169.56	59.44
Office of commissioner:						
Salaries.....	1,019.20	1,118.61	1,481.27	1,066.30	1,366.70	1,482.00
Expenses.....	173.18	209.77	179.32	647.65	168.72	163.27
Extraordinary services.....			81.93	67.80		20.00
English supervisors:						
Salaries.....	875.10	975.00	1,050.00	1,388.75	1,398.20	1,380.00
Expenses.....			12.00	92.40		208.33
Teachers' institute:						
Salaries.....	500.00	600.00	413.34	100.00	43.33	
Expenses.....	382.14	221.51	472.00	26.22		8.10
Normal school:						
Salaries.....	104.00	104.00	161.96	440.45	404.00	274.00
Expenses.....	13.35	2.00	130.64	63.83	109.71	17.19
Library and museum:						
Purchases.....				1.25		
Expenses.....				38.80		
San Juan High School:						
Salaries.....					1,025.00	1,095.55
Expenses.....			30.54	62.25	1,002.84	815.23
Total.....	10,516.15	9,557.26	10,732.78	30,193.65	39,289.41	35,505.28

	1901.						Re-fund.	Total.
	January.	February.	March.	April.	May.	June.		
Common schools:								
Teachers' salaries.....	\$27,333.25	\$28,311.00	\$28,543.00	\$29,074.50	\$29,523.25	\$29,796.87	\$32.89	\$266,010.00
Expenses and supplies.....	74.50	3,874.10	4,107.10	1,032.79	230.72	25,730.80	618.76	35,688.77
Text-books and supplies:								
Purchases.....	2,719.21	1,784.38	469.79	9,062.88		8,278.16	2.29	38,843.58
Transportation.....	131.33	167.30	234.02	221.27	260.23	405.04	17.12	2,000.00
Office of commissioner:								
Salaries.....	1,391.40	1,311.60	1,479.20	1,498.50	1,537.60	1,488.70	20.20	16,261.28
Expenses.....	221.81	412.28	226.08	473.70	85.65	285.19	3.38	3,250.00
Extraordinary services.....		21.50	10.00	10.00	10.00	84.84	25.16	331.23

Disbursements for school extension in Porto Rico for the fiscal year, etc.—Continued.

	1901.						Re- fund.	Total.
	January.	February.	March.	April.	May.	June.		
English supervisors:								
Salaries	\$1,498.55	\$1,455.00	\$1,455.00	\$1,455.00	\$1,480.00	\$1,480.00	\$17.00	\$15,907.60
Expenses	97.54	125.46	51.61	46.99	10.23	432.27	15.57	1,092.40
Teachers' institute:								
Salaries		43.33	191.75					1,891.75
Expenses		2.45	520.72				.25	1,633.39
Normal school:								
Salaries	504.00	404.00	419.00	418.75	420.00	420.00	25.84	4,100.00
Expenses	103.65	53.06	89.89	46.80	25.00	84.63	10.25	750.00
Library and museum:								
Purchases	51.57	66.23	87.65	173.44	50.66	46.65	22.55	500.00
Expenses			20.00			95.49	45.71	200.00
San Juan High School:								
Salaries	1,096.45	1,108.60	1,177.70	1,224.25	1,266.00	1,265.50	40.95	9,300.00
Expenses	275.84		3.15	123.54	8.50	87.06	91.05	2,500.00
Total	35,499.10	39,140.29	39,085.66	44,862.41	34,907.84	69,981.20	988.97	400,260.00

REPORT ON SUMMER INSTITUTES.

RIO PIEDRAS, October 10, 1901.

SIR: I have the honor to submit to you the following report on the work of the Summer Normal Institute of this year, an institution wisely called into being by yourself to meet the educational needs of this island in the near future, and for which liberal provision had already been made by the last insular legislature.

As the size of this school necessitated its division into two parts, located in different parts of the city, Division II was placed under the immediate charge of Prof. F. S. Roberts, and his independent report on this division is herewith appended.

Your call for students to attend this summer institute, based on the fact that 200 more native teachers would be needed for the coming year, met with a prompt and hearty response seldom equaled, and some 800 aspirantes and maestros assembled on July 15 ready for duty. This enthusiasm, I am happy to say, was not ephemeral on the part of the majority, but continued with unabated force during the ten weeks of our session. This enthusiasm, transforming itself into will and a persistent determination to gain the coveted position of teacher, has been the chief motive power in bringing this summer institute to a successful end, while at the same time its restless and impatient energy, unsteadied by a clear comprehension of the unusual duties, circumstances, and conditions of a new sphere of study, has often threatened the attainment of that end. To wisely conserve this energy, to make of it a vital, creative spirit in the line of intellectual and moral progress, to control, direct, and sometimes calm it, has been the constant task of our teachers, and the results of this school as now seen at its close show that their labors have not been in vain.

Speaking more specifically of our work, we employed 14 teachers, 7 Porto Ricans and 7 Americans, and with but one exception each of these teachers taught six classes daily, each class covering a period of forty-five minutes. The studies taught have been arithmetic, in which the work was largely confined to fractions, the pupils being found most deficient here; Spanish grammar, with a constant drill in the best methods of teaching it; United States history as far as the civil war, with especial emphasis on the causes which led to the Revolutionary and civil wars; geography, limiting the work to the Western Continent, with map drawing, from memory, of each and every portion of the same; English, both conversationally given and with grammatical drill, reading, writing, and translating; methods of teaching, theoretically given and practically illustrated; algebra, physiology, and natural history, geometry, short course in each for those who were already teachers.

I am happy to say that good progress was made in each of these studies, notwithstanding many unfavorable conditions which not only reduced rapidly the number of our pupils but in many cases made it difficult for those who remained. Prominent among these unfavorable conditions was the lack of early school training in harmony with the aims of a normal school. Scarcely less unfavorable was the early appearance of sickness in the school, resulting from a migration of so many from the country to crowded city rooms during the hottest period of the year. Hardly less was the poverty which forced students to spend a portion of their time in work to earn daily bread, and which drove others to abandon their studies and return to their homes. There were still others who had caught the enthusiasm for education which

surrounded them and had rushed into the school with no comprehension of its duties. Least of all, there were a few who thought to win the prize by some favorable turn of luck and who found themselves face to face with rigid facts which daunted them.

As a result of these unfavorable conditions the number matriculating in both divisions of our school was reduced during the first half of the session from 800 to 650 and still later to the vicinity of 500. Some 410 in both divisions took the final examination, of which number 195 successfully passed and received certificates. Speaking more exactly, 161 aspirants gained the certificate of teaching a rural school, 11 aspirants gained the certificate for a graded school, 15 maestros advanced from rural schools to graded, and 8 maestros advanced from the position of graded to that of principal. In other words, nearly 40 per cent of those who continued through the ten weeks' course passed the final examination, and this, considering all the aforementioned unfavorable conditions, is a result of which everyone on whom rested any of the responsibilities of this new school may justly be proud.

This result justifies the arduous labors of the past summer and the great expense of this school. As the exact figures of this expense will be given by the disbursing officer of the department, I will only mention that, in accordance with the usual liberality of the department of education, all books in this school were furnished free, or, in other words, loaned to the pupils. Something near \$1,500 worth of books were thus loaned, and to provide against loss a cash deposit of \$1.50, or personal security, was required in each case. The amount of this deposit reached the sum of \$900 and was paid out in checks on return of the books.

In conclusion, I wish to say that a very large part of the success of this Summer Institute has been due to the faithful work of the teachers you employed. They have all worked together harmoniously for one common end and are deserving of the highest praise.

Respectfully submitted.

W. G. TODD,

Director of Summer Normal School.

HON. MARTIN G. BRUMBAUGH,

Commissioner of Education of Porto Rico.

SAN JUAN, P. R., October 10, 1901.

SIR: I submit the following brief report of the work of the second division of the Summer Normal Institute. During the first week of the session there were matriculated 405 students, varying in age from 13 to 45 years and varying equally in their preparation for the work of the course. During the first three weeks fully 125 withdrew, some on account of illness, some because of lack of funds, others who found they were unable to do the work required by the school.

The remaining students, about 275 in number, attended with most commendable regularity and punctuality the daily sessions of the school to the end of the course. Two hundred and three attended the final examinations, and of this number 97 passed the examination for rural certificate and 2 that for graded certificate.

Of many of those who failed to pass, it is proper to say that they did faithful work, and their failure was due to their insufficient preparation for the work of the school.

Those who did not attend the examination were students who intend pursuing their studies in the regular session of the Normal School, or those who were too young to aspire to a teacher's certificate, but who had availed themselves of the opportunity offered by this school to study during the long vacation.

As the course of instruction in this division was identical with that in the first division, it is not necessary to say more than that 5 teachers were associated with me in this work, 3 Porto Ricans and 2 Americans.

Concerning the students, it should be said that they were most diligent in their work, many of them studying daily until midnight or later. Their bearing and behavior in the class room was excellent, and never gave occasion for reprimand.

There seems to be on the part of all an appreciation of the very great opportunities offered by the school and a determination to make the most of them, and they left nothing undone to accomplish their end.

FRANK S. ROBERTS.

Mr. W. G. TODD,

Principal Insular Normal Institute.

HIGH SCHOOL COURSES OF STUDY.

REPORT OF THE SAN JUAN GRADED AND HIGH SCHOOL.

DEAR SIR: I have the honor to submit to you the following report of the San Juan graded and high school for the scholastic year 1900-1901:

The San Juan Graded and High School opened in the "Beneficencia" building, Monday, November 5. The following day being "election day," the first two days of the week were devoted solely to matriculating pupils, and about 180 were enrolled. As all of last year's records were burned with the "Model School" last year, it was necessary to matriculate each pupil, so that the work was slow and school did not really open till Wednesday, November 7, 1900.

There were difficulties to contend with from the very beginning, many of which, however, happily cleared away as time passed. Accepting the position of principal with little or no experience in the work required, and with no time for thought on the subject; coming in contact with a people differing so widely in temperament, habits, and customs, not to mention the difference in language, which raised itself as a seemingly insurmountable barrier to a proper and just understanding between them and me, all combined to make my work anything but easy. Besides, owing to delays of various kinds, the school building itself was not in readiness, and the noise of workmen all day long very materially interfered with school work.

Another serious drawback was the lack of books. In one grade especially the children lacked arithmetics, histories, geographies, and grammars adapted to their use. Under such circumstances pupils became difficult to control, besides forming careless and lazy habits. Before the term was far advanced, however, the books for this grade and others arrived, and the school was well supplied with the necessary books and all materials of every description needful for good school work; and this, too, although it was the first year of the school's existence, and although it is a well-known fact that it is almost impossible to foresee and provide for all the needs of a school in its first year. Everything possible was done for the comfort of teachers and pupils. All the rooms were furnished with new desks and seats, except three recitation rooms where new chairs and benches were placed. The teachers, too, were supplied with new desks, so that now the whole appearance is that of an up-to-date school which would do credit to the most intelligent and advanced community in the United States. New awnings were on the windows of the rooms facing the bay to prevent the glare from the water and to alleviate the heat of the sun in the afternoon.

The kindergarten, science, and sloid departments were well supplied at the outset, and there was no cause for any delay in work in these rooms.

The school had just reached the point of smooth running order when it was decided to open a training class for teachers on December 5. This meant an entire rearrangement of studies and programme, which interfered greatly with the routine of school work. We did everything possible to meet the new difficulties that confronted us once more, but we were never in a position to do creditably the work that should be done for a training class. In this connection our only claim is that we did our best. Out of 30 who wished to enter the training class only 12 were sufficiently far advanced to enter and try to do the work planned for them. In order to dispose of those remaining it was necessary to form another class, called the preparatory class; so, instead of having the regular curriculum for the graded and high school, we had to modify our programme to suit the needs of these two extra grades. This was a very difficult task and proved unsatisfactory, as well.

The school from the beginning has been visited by large numbers of patrons and teachers. The former come to show their interest and appreciation of the work done by their children. The latter come to observe the methods of teaching and discipline. All these visitors were made welcome, but the constant stream of teachers at times interfered somewhat with the regular work of the grades, for sometimes visiting teachers asked the teacher in charge to give certain lessons, while at other times the teacher herself, with pardonable pride, desiring to show off her class to the best advantage, deviated from the work originally planned.

We never assumed the title of "model school," nor do we care to be known as such. We aim to do good, honest, everyday work, "a line at a time," laying the foundations of character for time and eternity. We shall always be glad to welcome patrons and teachers as visitors—and only visitors.

The number of pupils in school has varied greatly at different times. Beginning with 180 on November 5 the number increased to 207 June 21, exclusive of the preparatory and training classes. Altogether we matriculated 341. Of these, 13 were suspended and 74 left. A great many of the latter number left to return to the

States. Their places were filled by others waiting to be admitted, and thus pupils were matriculated as late as May. These constant changes were not without effects. The work was much harder, since, as a rule, many of the applicants were deficient in their knowledge of English. However, even considering these constant changes, the attendance of the school was good. The lowest average for all grades was 83 per cent and the highest 92 per cent. The attendance in the lower grades was especially good. This is probably the result of two forces tending to the same purpose. The people are especially anxious to have their children enter the English school. Secondly, they forfeit their seats in case of absence without good reason. This rule can be rigidly enforced in the grades where there is no English requirement, and where in consequence there is a long waiting list.

During the year there have been several changes in the faculty. Miss Beckwith, who was appointed to teach the grammar grade, took charge of the matriculating and taught special studies. Her place was temporarily filled by Mr. W. H. Armstrong until December 6, when Miss Harriet M. Cook was placed in charge of the grammar grade. From the opening of the school until November 28 Miss Levy taught the kindergarten and first primary. On this date Miss Clarke began to teach the first and second primary. On April 15 Miss Gould became a member of the faculty, taking charge of the training class.

During the year the school held appropriate and interesting exercises on Washington's birthday, Decoration day, and Flag day.

As we had no graduating class, it was decided to hold no closing exercises, and on June 21 the school year ended after nearly eight months of hard, conscientious work on the part of teachers and pupils alike.

WORK OF THE GRADES.

Following is a brief outline of the work done in the different grades during the school year:

KINDERGARTEN.

The different subjects treated in this department have been the child's home and home duties; the farmer, his work and what we owe him; animals, the dog, cat, cow, and horse, their habits and our treatment of them; bird life; and from nature, the growth of plants from seeds.

KINDERGARTEN MATERIALS.—The first division has had the first, second, third, and fourth gifts; weaving (freehand and mat), drawing, parquetry, cutting, and sewing.

Numbers.—This division has counted as far as 20.

Form.—It is acquainted with the sphere, square, and oblong; and can distinguish between face, edge, end, and corner, and knows the directions right, left, front, and back.

The second division has been given the first, second, and third gifts, and has done, in other respects, almost the same as the first division.

FIRST PRIMARY.

This grade was divided into three divisions. Pupils were matriculated up to the last month of the term, thus necessitating the extra division. This enrollment was continued throughout the year, because this grade has no English requirements for entrance and seems the most natural place to begin English, preparatory for advancement to the other grades.

FIRST CLASS.—To be promoted to Miss Howe's room, has read, spelled, and understands 100 pages of the first reader in English.

Memory work.—This class knows all the selections in the reading book as far as read, also "Memory Gems."

Numbers.—It can add columns of two figures, can perform examples in subtraction containing three figures, and can multiply a multiplicand of three figures by a multiplier of two, three, four, or five figures.

SECOND CLASS.—Has learned combinations of numbers as far as ten.

Reading.—Has read about 80 pages in the Riverside Primer, knows the sound of letters, how to spell, and can write simple sentences from dictation.

Memory work.—Several pieces of poetry.

THIRD CLASS.—Has learned how to write, knows about 60 English words, has read about 25 pages in the Riverside Primer, knows the names of the numbers as far as 10, and can make them as far as 5.

The three classes know how to follow directions given in English.

Drawing.—The three classes have drawn simple figures and designs with colored pencils, also simple objects from the model.

SECOND GRADE.

Reading.—Brumbaugh's First Reader has been read through twice.

Writing.—Copy Book No. 1 and the larger part of No. 2.

Composition.—Simple sentences, both dictated and original, written and corrected.

Spelling.—Words from reading book written from dictation.

Memory work.—Selections from reading book memorized.

Numbers.—Simple abstract and concrete work in addition, subtraction, multiplication, and division. Short division only taught. Oral and written work. Tables.

General exercises.—As the larger part of the pupils have a very slight knowledge of English, these lessons have necessarily been limited. They have included the parts of the plant; parts of the flower and leaf; uses of plants. Short talks have also been given on animals, such as the cat, dog, lion, elephant, duck, parrot, etc. The human body has also been discussed, the bones, joints, muscles, and their uses; effects of tobacco and strong drink. The points of the compass have also been taught, as well as the common qualities of objects.

THIRD GRADE PRIMARY.

Reading.—Brumbaugh's Second Reader and a few lessons in the Third Reader.

Writing.—Copy Book No. 1 and the larger part of No. 2.

Composition.—Simple sentences, both dictated and original, written and corrected.

Spelling.—Words from reading book written from dictation.

Memory work.—Selections from readers, memorized.

Numbers.—Abstract and concrete work in addition, subtraction, multiplication, short and long division. Oral and written work. Tables.

General exercises.—Same as second grade.

INTERMEDIATE GRADE.

This class has studied 115 pages of Frye's Elementary Geography, which includes sketches of North America, South America, Europe, Asia, and Africa.

History.—The advanced class completed and reviewed Eggleston's History, then read about a third of the "Stories of Pennsylvania," selecting the easiest.

The B division finished Eggleston's History. All instruction in this grade, as well as that in the second and third primary, is given in both English and Spanish, which makes the teacher's work laborious and tedious.

Arithmetic.—This grade completed work in fractions.

Grammar.—It has studied 60 pages of Tarbell's Language Lessons.

Reading.—Both grades have read about two-thirds of the Standard Third Reader. Together, they have had instruction in botany, including roots, stems, and leaves; and in physiology, including bones and muscles.

Drawing.—The work in this line embraced the study of geometric figures, drawing from type models and objects—such as leaves, flowers, and fruits. Some attention has also been given to simple perspective and drawing from memory and imagination; also designs and borders of geometric and simple floral forms.

GRAMMAR GRADES.

A DIVISION.—*Reading.*—This section has read about two-thirds of the Standard Fourth Reader, paying particular attention to pronunciation, meaning of words, and correlation with kindred subjects.

Spelling.—The spelling has been in connection with the reading as well as other studies.

Grammar.—At first both divisions were unfortunately handicapped from lack of a suitable text-book. Notwithstanding this, however, they now have a very good knowledge of Welsh's Grammar as far as nouns.

History.—Both sections completed Eggleston's History and Barnes's Primary History of the United States. They are now prepared for one more advanced, and should have it to begin with immediately on the opening of school in the fall.

Arithmetic.—The A division has shown remarkable interest in mathematics. Beginning with "secondary operations" in Brooks's Arithmetic, they completed to within a few pages of percentage. This class, with but a short review of the past year's work, is ready to begin percentage and do good work.

Algebra.—Here the work has been very satisfactory, of such a nature as to show clearly that the pupils are gaining strength and thought power, and understand why and for what they are working. They have finished Brooks's Algebra with "supplementary work" up as far as "least common multiple."

Physiology.—The work in this branch has been a study and review of Cutter's Intermediate Physiology, with a more advanced study of the digestive, respiratory, circulatory, and nervous systems, and of the special senses, by means of charts, drawings, oral explanations, and demonstrations, using the cat as subject for dissection.

Geography.—This section has almost covered Frye's Advanced Geography, and gained a good idea of the countries of the globe, the importance of the different nations, their commercial standing, and their governments.

B DIVISION.—*Reading.*—This division has completed the Fourth Reader.

Language.—Welsh's Lessons in English has been used with supplementary work in parts of speech, sentence analysis, punctuation, sentence structure, and drill in composition and story writing.

Arithmetic.—This class has used Wentworth's Elementary Arithmetic, and has studied fractions, percentage, interest, and discount.

Geography.—Frye's Advanced Geography has been studied to and including Australia.

Physiology.—The work of this class in this subject has not been satisfactory. While they have, with the exception of a few pages, completed Cutter's Elementary Physiology, they do not know it well. They have depended too much on the words of the book and not enough on the thought. This condition of affairs is due partly to the fact of their getting thought as well as a new terminology in a language other than their native tongue.

Special emphasis has been laid on hygiene.

Writing.—Both grades have had regular lessons three times a week, using the Standard Vertical Writing Books.

Drawing.—The work in this branch has been for both grades a continued study of lines and geometric figures, drawing from type models and objects, development of floral and geometric designs for borders and other uses, sketching from life, drawing from nature, work in water colors, studies of some famous paintings, and simple elements of perspective.

ENGLISH HIGH SCHOOL.

The English High School opened with but 3 members, increased to 5, of whom all but 1 left for the "States" before the close of the school year.

They were given instruction in plane geometry, higher algebra, Spanish, composition, and literature, with critical reading of the Merchant of Venice, Vision of Sir Launfal, The Spy, The Princess, and Macbeth.

The members of this class, as well as American children in the grammar and intermediate grades, have had instruction in Spanish, dwelling particularly on pronunciation, vocabulary, and sentence formation. Their reading was in connection with the Spanish High School.

Biology.—The first seven chapters of Jordan's Animal Life were covered in connection with laboratory work on the structure, physiology, and ecology of the protozoa, especially of amoeba, paramecium, vorticelli, and valvox. They have dissected the hydra and clam. Their work as an English High School ceased the last of January, when the 2 students remaining entered the same class in the Spanish High School.

SPANISH HIGH SCHOOL.

Algebra.—Those beginning have completed Brooks' Algebra as far as equations containing two unknown quantities.

The advanced class has finished "progressions" and "logarithms," and has done most excellent work. The class has also finished plane geometry and plane trigonometry.

Physical geography.—They have completed Appleton's Physical Geography.

Spanish and French.—They have received instructions in both languages.

History.—This class finished the history of Greece and Rome and began "Nociones." There is a pressing need now for a more advanced book on the history of the United States, such, for example, as Quackenbos' History of the United States.

Biology.—Jordan's Animal Life was completed and reviewed. The class also had laboratory work on structural physiology and ecology of some of the common protozoa, dissections of hydra, clam, beetle, crawfish, frog, fish, and cat. They also studied the classification and relation of the different groups of animals.

Drawing.—This grade has had drawing of fruits, flowers, and vegetables in colors, perspective drawing, designs and drawings of borders, antique and modern, pen-and-ink work, drawing from memory, imaginative compositions, sketching from life, and some copying.

PREPARATORY CLASS.

English.—This class completed Standard First Reader.

Arithmetic.—Wentworth's *Arithmetica Practica*, through numeration, addition, subtraction, multiplication of whole numbers.

Grammar.—Gramatica (Smith's) was completed as far as infinitives, with practical exercises.

History and geography.—The preparatory and training classes were combined in each of these subjects. They completed and reviewed, respectively, *Nociones* and *Frye's Elements of Geography*.

The preparatory class had regular lessons in drawing, only during part of the year, however, while the training class began the subject immediately on entering the school.

Drawing.—The principal points on which stress was laid were: Study of type models; first elements of perspective; free-hand drawing from objects; water colors of fruits, flowers, and leaves; study of light and shade; sketching from life.

TRAINING CLASS.

This class has a better knowledge of English than the preparatory class. It read the Standard Second Reader. During the morning the members of this class received instruction in history, geography, grammar, and arithmetic as far as the metric system. During the afternoon session this class studied and received lectures in primary methods of teaching, kindergarten work, and nature study. They also had opportunity for some practice in teaching.

On April 15 Miss Gould took charge of the class, giving the work in methods which Miss Howe had formerly conducted. Giving her whole attention as she did to this one class, Miss Gould had time for the extra practical work in teaching which Miss Howe's limited time prevented her from giving.

Miss Gould also formed another section in this class for the further study of kindergarten theory.

In conclusion, I wish to express my gratitude to the teachers who so nobly stood by me throughout the year in all things needful for the advancement and welfare of our school. Their spirit of kindness and solicitude for each other and for the pupils in their charge must have its effect. I hope to see this feeling of good will broaden and deepen until everyone in the school, even to the smallest child, shall come within and participate in its beneficent influence.

I have also abundant reason to be grateful to the commissioner of education for patience in going over details of my work and for the many kindnesses shown me during the past year. For all this I thank him most sincerely.

Respectfully submitted.

OLIVER B. KERN, *Principal*.

DR. M. G. BRUMBAUGH,
Commissioner of Education for Porto Rico.

COURSE OF STUDY FOR THE SAN JUAN HIGH SCHOOL—SPANISH DEPARTMENT.

FIRST YEAR.

I. Spanish literature: The reading of standard literature. The studying of Spanish grammar, including syntax and oral analysis. Beginning with Latin and English. (Fifteen periods a week.)

II. Mathematics: A thorough drill in arithmetic, including especially percentage and its applications, to be followed with problems growing out of all the subjects covered during the grammar grades. Algebra: Beginning the subject and extending through the fundamental processes, factoring and simple equations. Applications of arithmetic to business accounts. (Ten periods a week.)

III. Biology, including laboratory practice with the microscope and covering the general field of animal and vegetable biology in a descriptive sense, with such general analytical work as the laboratory can conveniently provide. Physics: General application to the forces of nature, with special reference to the problems of industrial machinery and including a general knowledge of natural forces. Complete geography. (Seven periods a week.)

IV. History of the United States: Complete history of Porto Rico and the general study of history, special stress to be laid upon the laws and duties of citizens and

officials of nations, together with the bearing of European history upon the development of Porto Rico. (Three periods a week.)

V. Drawing from object. Study of historic drawing. Simple architecture. Drill in music and calisthenics. (Four periods a week.)

SECOND YEAR.

I. Spanish classics. Latin, Cæsar. English. (Twelve periods a week.)

II. Algebra (continued). Geometry and trigonometry. (Ten periods a week.)

III. Biology (continued). Physics (continued). (Eight periods a week.)

IV. General history (completed). Civil government. (Four periods a week.)

V. Drawing, music, and calisthenics. (Four periods a week.)

(Third and fourth years to be added.)

REPORTS OF SUPERVISORS.

SCHOOL DISTRICT No. 1.

Dr. M. G. BRUMBAUGH, *Commissioner of Education.*

SIR: I have the honor to submit to you the following report on the public schools of the San Juan district for the year ending June 21, 1901. In the district of San Juan are included the city of San Juan and the suburban towns Puerta de Tierra and Santurce.

The men of the local board are men of high character, the most intelligent professional and business men in the district. These men have taken a deep interest in the school work, and have endeavored in every way to cooperate with the commissioner of education and the supervisor in carrying on the work of the schools. The most perfect harmony has existed between the local board and the board of education. Notwithstanding the existence of this good feeling between the boards, and the deep interest which the local board has taken in helping along the good work, the power of the latter to act and carry on its work properly has been very limited on account of the scarcity of funds. During the last year the appropriation of the municipality for school purposes was very small, and by no means sufficient to pay the running expenses of the schools. Although the small amount of money placed at the disposal of the school board was judiciously distributed in the payment of the bills for rent of buildings used for school purposes, bills for house rent of teachers, and for the few necessary repairs that were made, yet buildings have gone without repair, schools have gone without necessary equipment, and in several instances teachers have failed to receive house rent due them. The school board is in no way at fault, and no complaint can be justly made against them. To the new school board the following suggestions have been made for next year: Buildings for school purposes should no longer be taken on long leases. Adjustments should be made in the exorbitant rents paid for old buildings. Owners should hereafter be obliged to make all necessary repairs in buildings used for school purposes.

The work of the schools in general has been very good, considering the poor training that most of the teachers have had and the unfavorable conditions under which they have had to work. Some of the many things which have tended to impede the progress in the schools have been bad customs in old teachers, lack of enthusiasm and interest in some teachers, the wretched condition of the schoolrooms, dilapidated furniture, irregular attendance of the pupils, and the bad influence which originates in the homes of more than half of the pupils.

The native teachers, although little acquainted with American ideas and methods, with few exceptions have devoted themselves honestly to their work. The most enthusiastic teachers of the district have devoted their spare time to the study of educational books and papers and to the study of English. These teachers have put into practice the American ideas which they have learned. A few have done nothing more than prepare the work which they were to teach the day following. The pupils under these teachers showed slow progress and but little originality in their work. One or two teachers were more interested in outside affairs than in the affairs of the school. Their work was slighted, the attendance was small, and but little progress was made. From time to time teachers were informed of their deficiencies and were requested to correct them. Educational books and papers were prescribed for deficient teachers to study, and every available opportunity was offered them for their improvement. Many of the teachers are attending the Summer Normal School,

with some the attendance being voluntary, with others by request of the supervisor. A few of the most ambitious teachers have left the island for the first time in their life and will enjoy the advantages offered in the summer school of Harvard University. Other teachers are idling away the summer and complaining of poor schools and low salaries.

The progressive native teachers are realizing the true importance of their position in the American schools. They are no longer an ornament to the school, conducting their classes without discipline or regularity. The work is before them, and they must do it. They are now responsible for many of the personal habits formed in the child, the discipline and the general development of the child. Refinement, neatness, promptness, honesty, and industry must show themselves in the actions and habits of the teacher. Political influences have been but little felt in the schools. Two cases only are on record where teachers have taken an active part in local politics.

The American teachers in the San Juan district have done creditable work, considering that theirs was the most difficult work in the schools. Five American teachers were employed to teach English in the public schools of the San Juan district. With one exception, these teachers have been faithful to and interested in their work, and they have apparently been well liked by the pupils and the native teachers.

The work of the American teachers, although the most difficult in the schools of Porto Rico, has in San Juan, shown itself most prominently in the school work. The aim has been to teach the child to hear, think, and to observe correctly, as well as to develop in him a power of independent expression. Pupils have displayed the greatest enthusiasm in studying the English language, which they have learned with astonishing rapidity. Pupils of the second and third grades read the first and second readers in English with perfect ease. All songs are sung with clearness and accuracy. Recitations have several times been given in English before the public. Much of the work has been greatly retarded by the irregular attendance of the pupils, especially in the first two grades, yet much more work could have been accomplished had the work received more attention from several of the teachers whose time was devoted to the teaching of primary work as well as English. One teacher, whose work was limited to the city schools, gave her entire time to the teaching of English. The results of her work were excellent. The results of the work of the other American teachers, whose time was equally divided between the teaching of English and the teaching of primary work, were far from being satisfactory, although the teachers were hardly at fault.

The work of the year has been taught by methods most interesting to the pupils, and has consisted of object lessons, short dictation exercises, blackboard exercises, writing original sentences, etc., spelling contests, reading exercises, and committing to memory. The pupils' knowledge of English compared with their knowledge of Spanish was well shown in a spelling prize contest between the 10 best spellers from each school, which took place in the city the last day of school. The first contest was in English, and it was not until the words in the third reader had all been spelled that a decision could be made. In the Spanish contest few were able to go beyond the first reader, *Primeros Pasos en Castellanos*, and the exercise lasted less than half as long as the first. The fault undoubtedly lay in the teaching.

The same allotment of time given to the teaching of English was also assigned to the teaching of Spanish. Methods of teaching were the same as were used in teaching English in the second and third grades.

Geography and history received an equal amount of attention. Porto Rico was well studied, after which the attention was turned to the North American continent and the early history of its people.

Arithmetic played a prominent part in the school programme. The work of the year included addition, subtraction, multiplication, division, United States currency, decimals, and fractions, with daily exercises in problems and blackboard work.

Nature study and hygiene taught with the object of developing in the child a love for nature, kindness to dumb animals, etc. Hygiene for the purpose of teaching neatness of person and proper care of the body.

Drawing in the schools has been almost entirely neglected for want of a teacher. Some very good drawing has been done in connection with nature study and language work. It is a natural talent that should be developed in mechanical lines. Both pictorial and decorative drawing should be taught, with the addition of mechanical drawing for the boys. Mechanical drawing should be followed by the actual handling of tools as soon as they can be furnished the schools. Every influence should be brought to bear upon our boys to create in them a desire to study some

trade, some of the mechanic arts. The future of Porto Rico lies not only in her commerce and her agriculture, but in the mechanical ingenuity and ability of her people, which must derive its origin from the public school. We need a well-trained master of drawing, a man with a knowledge of drawing and manual training.

Music has been taught in the schools of the district by one excellent teacher, with the aid of one lone chart, which she herself made and carried to the different schools. This teacher, a native educated in Madrid, has during the year conducted 61 classes per week, and has taught the pupils to read and write easy music and to commit to memory 13 American songs, including the national songs. The regular teachers should be given instruction in music and drawing every week.

Recess no longer appears in the school programme. During the first part of the year fifteen minutes were allowed for recess. There were no yards; the courts were small and hot; children romped in the streets and through the rooms and became so heated and excited that they did not settle to their work until nearly an hour after the recess was over. During the December conference it was decided to eliminate recess. Calisthenics then took the place of recess, the time being reduced to ten minutes. Later in the year the time was reduced to five minutes, with exercises twice during the day.

The negro and the white child have thus far done equally good work in the schools. The time is too early and the work too young in the schools to permit making any accurate statement regarding the intelligence of the pupils. I can truthfully say that the most indolent workers have been the mulatto children. The negroes are ambitious and like to go to school. They have been prominent in all public exercises, whether in the theater as speakers or on the street drilling. In every case the negro boy has been the best officer. The mulattoes have not figured prominently in any exercises. The white children in many instances, although capable, have been very indolent in their work. The conditions of the child have, in nearly every case, been due to the bad influences which exist in the homes of more than half of the pupils.

The parents have cooperated but little in the work of the schools. Without this hearty cooperation of parents with teachers, the schools fail to produce the best results. Many of the parents are of the most illiterate and the lowest class of people. During the first part of the year there was considerable opposition to the American public school, but this has mostly died out. The press, the public exercises, and the street parades have greatly attracted the attention of disinterested people toward the public schools. Parents and teachers no longer endeavor to separate their boys and girls; all are in favor of mixed schools.

The buildings now used for school purposes are of the worst description. They are dark, damp, filthy structures, without ventilation or convenience of any kind. In Santurce a house has been used in which more than 45 pupils have been crowded into a room 17 by 30 feet. No desks were used in this school. In several buildings the water-closets were in the rear of the class room, separated from view only by a board screen. The sanitary arrangements are old and entirely out of date; the work is that of the native mechanic.

The damage to books and other school equipments from dampness and insects is greater than the wear that they receive from handling.

These buildings will undoubtedly be abandoned by the department as soon as new buildings can be erected; but so long as it is necessary to use them the owners should be compelled to thoroughly equip them with the best modern sanitary arrangements for the good health and convenience of the occupants. Large school buildings should be fitted with closets and toilet sinks on each floor. Separate closets should be furnished for the teachers and the pupils. Urinals should be placed for the boys.

The unsanitary condition of the buildings is disgraceful and should exist no longer.

Respectfully, yours,

WM. H. ARMSTRONG,
Supervisor, San Juan, P. R.

SCHOOL DISTRICT No. 2.

HON. M. G. BRUMBAUGH,
Commissioner of Education, San Juan, P. R.

SIR: I have the honor to submit my annual report for the district of Rio Piedras. The school district of Rio Piedras includes four municipalities, viz, Rio Piedras, Carolina, Trujillo Alto, and Loiza, and contains about 200 square miles of territory.

On October 3, 1900, when I first assumed the duties of supervisor of this district, there were open and in fair running order only 25 schools, divided as follows:

	Graded.	Rurals.	Total.
Río Piedras.....	4	3	7
Carolina.....	3	4	7
Trujillo Alto.....	2	2	4
Loiza.....	2	5	7

Since that date there have been opened the following additional schools: Río Piedras, 1 primary grade, 4 rurals; Carolina, 1 primary, 1 graded, 2 rurals, 1 agricultural; Trujillo Alto, 1 primary, 1 rural; Loiza, 1 primary; in all 13, making a total of 38 schools now in the district, all of which are plentifully supplied with the necessary books and other school material, though unfortunately we are still suffering, and shall continue to for some time to come, from the lack of proper school furniture in most if not all of the rural schools. Few of them have even a sufficient number of the ordinary wooden benches for seating the children and such a thing as a desk is wholly unknown to the majority of the pupils of said schools; yet did we have the required furniture I should hesitate about placing it in many of the rural schools of this district, as they are in the majority of cases merely thatched buildings and therefore unsafe places in which to place valuable school furniture. One or two schools in the municipality of Loiza are in such a state of ill repair that the teachers have to carry all books and supplies to their homes at the close of school for safe-keeping. This state of affairs is due to the apparent poverty of most of the local school boards, as they do not nor can they seem to be able to obtain from the municipal authorities sufficient money to rent proper buildings, to say nothing of furnishing the same. In one case a president of a local board had to pay \$2 per month personally toward the rent of the schoolhouse for the American teacher in his town, and this was due simply to the lack of interest in education upon the part of the municipal authorities. Lately there have been several changes in the personnel of the authorities of the town in question, and I look forward to a better condition of things during the ensuing year.

Much has been laid at the door of the various local school boards for their apparent laxity and disinterestedness in matters educational, but when we stop to consider that these same boards have been entirely at the mercy of the various ayuntamientos in the matter of funds with which to carry on satisfactory work in their schools, we should pause and ponder ere we upbraid and condemn them, as amongst their members are several who have the interest of education at heart and who have done noble and heroic work for the cause. The venerable president of the board at Carolina, who, upon finding a bankrupt municipal treasury, went around soliciting and collecting funds by which he was enabled to open and partly equip five new schools in his municipality, and has kept them open ever since. Had we more like him amongst the members of our local boards there need be no worry as to what the results of our labors in the schools of the island shall be.

TEACHERS.

Nearly all of the teachers of this district are men and women who obtained their certificates to teach under the Spanish régime, and who, of course, acquired their limited knowledge of teaching under the old and obsolete methods then in vogue, but who, since coming under a modern system of supervision, have, in nearly every instance, made rapid and wonderful improvement, and have quite discarded most of their old methods, as rote teaching, too much concert work in recitations, etc. There are still some matters which might be improved upon; notably regularity and punctuality in attendance and discipline, which I believe is the weakest point in nearly every case, but when we stop to consider that under the old system the children did much as they chose in and out of school, it is not to be wondered at that the discipline in the schools when we first took charge of same was somewhat lax. It was not to be expected that these people could conform to our standard of the same in a day or a month. During the past year, since the teachers have found out that the maintenance of a proper standard of discipline was one of their duties as teachers, there have been decided improvements along these lines, and I have no doubt that within a very short period the discipline in nearly every school here will compare favorably with that of most schools of a like character in the United States. The teachers as a class here appear to be willing and anxious to adopt modern

methods, and are always willing to follow as nearly as possible the advice of their supervisors.

Great care should be taken in the selection and appointment of the American teachers, and the preference, if any, given to those who have done conscientious work while here, as the children and their parents in many cases look up to these teachers for guidance in their daily life, and it is our duty to the people of this island to appoint as teachers in their schools only those men and women who can hold the respect and good will of the citizens of their respective localities. As to the duties of these teachers, I would recommend that their entire time in the schools be devoted to the teaching of English as a language if we are to obtain any results along that line.

In the matter of text-books and other school supplies, I would say that all of the schools of this district have a liberal supply.

For the coming year I would recommend that some good elementary work in Spanish on physiology and hygiene be placed in a few of our schools, as I have in one or two of the schools here children who are qualified to take up the study of these subjects. I would also recommend that a sufficient number of maps of the World, North America, and Porto Rico, also geographical globes, be placed in the schools, these being the articles with which we are insufficiently supplied at present.

Respectfully submitted.

W. VINCENT ROBBINS, *Supervisor.*

SCHOOL DISTRICT No. 3.

FAJARDO, P. R., *June 29, 1901.*

DR. M. G. BRUMBAUGH,
Commissioner of Education.

DEAR SIR: In compliance with your request, I take pleasure in submitting the annual report for the Third district.

In this district there are three municipal school boards. The continual scarcity of money has kept them from doing what they otherwise would have done. It has been impossible to get them to understand that they can and must act independent of the alcalde. Lack of funds has tended to cause a lack of interest. This, coupled with more or less anti-American feeling, has made it next to impossible to get any help from some of the boards. Undoubtedly the new school law will place them on a better footing both in regard to funds and a knowledge of their duties.

The greatest fault to be found with Porto Rican teachers is the method followed by them, it being so widely different from what is desirable. The method almost universally practiced is to compel pupils to memorize questions and answers prepared by the teacher. If the pupil can answer the direct question, nothing more is required or expected. Many teachers try to continue the practice of making tutors of the more advanced pupils, in this way robbing the pupil of valuable time and placing the class in poor hands. When the teacher is taken to task for this kind of work the reply is, "I can not find time to attend to it all myself." The above applies to rural as well as graded teachers. The rural schools in some cases require as good teachers and possibly better ones than some graded schools, because of the number of different grades and classes it is necessary to hold. In fact, two of the best schools in this district are rural schools. Some graded schools are as poorly taught as the poorest rural schools.

English teachers, in a few cases, have been inexperienced or lacking in good judgment and have been unable to even tell the pupil in Spanish to keep quiet. English and primary teachers should know some Spanish in order to make their work of any value in an educational line. Most of them have done excellent work, while others have proven themselves incompetent. The position is an important one and requires a person of good sound sense—one who is thoroughly American and has the courage of his convictions.

The integrity and truthfulness of native teachers is in most instances a doubtful quantity. As a rule they will falsify the school records, and think nothing of cutting the session short an hour or two. This is probably due to the methods in vogue under the old school system. If a teacher is caught dismissing the school an hour early, the excuse is immediately given that he is sick.

The text-books are ample. Care should be taken not to burden teachers and pupils with too great a variety of books until they become able to use them intelligently. Many teachers do not seem to know how to use such supplies as slates or lead pencils and practice paper. It has been a continual task to urge them to use these

articles, and as much a worry to keep teachers from having every little tot 6 years old writing with pen and ink, or studying grammar. When a teacher was through with a class it was formerly the custom to let the pupils sit idle, or, more truly speaking, inventing some kind of mischief while the next class was reciting. However, this is fast disappearing.

School buildings, in most cases, answer the purpose tolerably well so far as the house alone is concerned, but the location and surroundings are often extremely bad. These conditions have been accepted only because it has been impossible to do better at once. In some cases the house is located on the corner of two narrow and noisy streets, where ox carts and screaming peddlers make the day hideous, even to one not in school. In other places it may be located too near a private family with a number of crying children and barking dogs, or a piano that would unnerve a statue. This is not an overdrawn picture, and shows what has to be contended with, while at the same time it is almost impossible to get the people to see and help remedy the evils existing. It has been a continual annoyance to keep sanitary arrangements in the condition that they should be. This holds good in nearly every school in the district.

Equipment of buildings is very poor, very few having sufficient desks and seats, and seldom are the seats in any way comfortable for the pupils. Either they are too high to permit the pupils' feet to touch the floor or they have no backs. One piece of furniture badly needed in many schools is a clock. Either every room should have a clock or every teacher should be compelled to provide himself with a watch. No teacher can give all classes the proper portion of time without a timepiece. Some classes are sure to get more, others less, than their share of attention.

Pupils, taken as a whole, are much inferior to those in the States, both physically and mentally. A large majority are dull or stupid; many, however, are found here who are very bright; they have excellent memories, but seem to lack thinking power. None are physically equal to our most vigorous in the States. Food and sanitary, as well as climatic, conditions are accountable to a very great extent for this difference and inferiority on the part of the Porto Rican pupils.

Examinations were held in Fajardo and Fajardo Playa under my direction. It was a new experience to have questions unknown to them beforehand. The questions were prepared by the supervisor, and although very simple, they were out of the general routine of the work, and partly for this reason many were not answered.

The method of storing the books and supplies causes a great amount of trouble and expense, and, above all, is very rough on the books.

In conclusion, I wish to say that I feel very hopeful for the future. This year has shown much improvement over the preceding one. Teachers are, in most cases, willing to be advised, and I believe every one is teaching a better school, is doing better work, and bringing more lasting benefit to the pupils than ever before.

The two most serious things that have retarded and obstructed progress during the past year have been (1) lack of funds; (2) discontented politicians with anti-American feelings, who have sent wave after wave of restlessness and discontent over the district. This has been shown by the attitude of teachers, and even of pupils, after every gush of sentiment promulgated by speech or newspaper article.

Very respectfully,

EDGAR L. HILL, *Supervisor.*

SCHOOL DISTRICT No. 5.

OFFICE OF ENGLISH SUPERVISOR,
Caguas, P. R., June 30, 1901.

Hon. M. G. BRUMBAUGH,
Commissioner of Education.

SIR: I have the honor to herewith submit my annual report upon School District No. 5. I beg to add that, because of changes made in the officers of the department, a more complete knowledge of the people and conditions attending public instruction in Porto Rico, and the short time given to prepare the last report submitted, January 15, 1901, the present report covers approximately the time since taking charge of the district, March 24, 1899.

Although not pertaining directly to the preparation of this report, I wish to acknowledge here the hearty cooperation and kindness of the officers of the department in all its dealings with teachers and myself in a work that is attended with difficulties and expenses not met with in the States. Also the kindness of Lafayette Post,

G. A. R., of New York, in providing large flags for the new schools opened this year, and which were appreciated by both teacher and pupil.

Respectfully submitted.

J. C. HUFF, *English Supervisor.*

When schools were closed June 30, 1899, for the first summer vacation in Porto Rico, there were 15 town and 22 rural schools, with an average attendance of 49 pupils and a total enrollment of 1,837 in this district. All the books and supplies could have been placed in an ordinary piano box, and after separating the worn-out and useless material the rest were sent to San Juan in three small boxes, and consisted mostly of religious books, old Spanish primers, and a few informational text books. Few teachers did much teaching, and although schools were kept, but few were worthy the name of public school. Examinations were little more than a prepared programme for the benefit of parents and the school board.

Two years' service under American rule has made better teachers, schoolhouses have been separated from residences, a good supply of text-books in both English and Spanish have been supplied, and the public schools are well established. The following shows the growth of the schools during the last two years:

[Total population, 67,747.]

	1898-1899.	1899-1900.	1900-1901.	Increase.
Town schools	15	22	26	11
Rural schools	22	23	31	9
Barrios without schools	49	48	45	.....
Pupils attending	1,837	1,970	2,358	517
Total children without school accommodations	20,212	20,079	19,591	.....

NATIVE TEACHERS.

The average native teacher falls short of being an ideal teacher in the following vital points: Method, system, and ability to teach and control. Any method is good enough for some; it is considered too much trouble to open and close schools promptly, follow a programme, and require tardy pupils to arrive at the proper time. As the old method was to make every pupil study at the top of his voice in order to let the alcalde know that the school was open, the average teacher's ability to teach and govern amounted to being able to do that much and no more. I have been told that when a school in session was not heard by the alcalde he would send a policeman to inquire why it was closed, although the school was sometimes quite a distance from the alcaldia. Two years' service under American government has bettered these conditions 100 per cent, but the older teachers are hard to convert. Many of the younger teachers have studied both English and methods, and compare favorably with American teachers in some respects. Much good has resulted from providing the teachers with two good pedagogies. While some of the teachers have used them very little, others have studied them and proved better teachers. Several teachers are preparing to attend the normal school at San Juan during the vacation. Every teacher has been urged to attend, but so few save any part of their salary, and so many have large families, that it is difficult for them to do so. The following table shows the standing of 51 native teachers reported to the department for new certificates:

Certificate held.	Ability to teach.			Ability to govern.			Total.
	Excel- lent.	Good.	Fair.	Excel- lent.	Good.	Fair.	
Principal	1	2	2	.....	3	2	5
Graded	1	14	6	1	12	8	21
Rural	5	6	14	1	9	15	25

Graded teachers have greatly improved in both ability to teach and ability to govern, in comparison with rural teachers. This has been brought about by the influence of the American teachers placed in the graded schools to teach a primary grade and English to all the grades. It is hoped that this influence may be extended to rural schools also in the near future, or at least to those easy of access. While English is not so essential in rural districts as it is in the towns, every pupil, as well as his parents, wishes to learn the language. The benefit of a good English teacher

to a rural school for one or more hours a day or week would be inestimable. Most of the rural teachers are trying to teach English, but in many cases it is unintelligible to a large extent, discouraging to the teacher when told that recitations are hardly understood, and of little benefit to pupils, if not of actual harm.

Because of poor buildings, poorer and uncomfortable equipment, half-fed pupils, school hours from 10 a. m. to 3 p. m., in the heat of the day, warm river water to drink, little sanitary conditions, and lack of true effort on the part of many teachers, rural schools are not all that could be desired. Only minimum progress could be made by the best teachers with such conditions. Poor roads, rainy weather, rivers to ford, lack of clothing, long distance to the school, indifference of some parents in sending their children to school, and the custom of putting children of 8 or 9 years of age to work, makes the attendance irregular, and it is with difficulty that pupils are kept in school long enough to reach the fourth grade.

Another unfortunate circumstance in connection with this is that few rural teachers are good primary teachers. Consequently many pupils remain in the first grade two years instead of one, as the teacher is unable to advance them in less time. New school buildings and furniture are needed in every barrio. Until these are provided much time will be lost and teaching must be done with only minimum results.

ENGLISH TEACHERS.

As already stated, English teachers are doing much toward the bettering of the personnel of native teachers. Many pupils have been enrolled by these teachers that would not be sent to native teachers. Parents want their children to be under good teachers, to learn English, and to learn something more than to read and write. Graded schools have steadily grown better under the influence of the English teachers, and parents who formerly employed private teachers for their children, because the public schools were not considered good enough, are learning that the public school of today is not as it was three years ago. Parents do not wish to pay twice for their children's education, and a very healthy feeling exists among the best families that appreciate the quality of work done in the public schools. Their cooperation is assured. The fact that over one-third of the pupils enrolled in the 26 graded schools during the present school year were enrolled by English teachers shows the standing of American teachers in the community. In the town schools of this district there were 1,118 pupils at the close of the school year who were using English text-books in their every-day work in the school. These included three different charts in English, the standard first, second, third, and fourth readers, Tarbell's Lessons, and a language book in English and Spanish.

SCHOOLHOUSES.

Until April 27, 1901, there was not one schoolhouse in the district built for that purpose. Only three of the houses used were property of the municipalities, all the others being rented. As these houses were built for dwellings, stores, and warehouses, the best of them were little suited to the needs of schoolhouses when they were rented for that purpose. Some have been repaired, and in one or two cases slight changes made for the better, but the majority of them lack many conveniences for the best results and the comfort of teachers and pupils. Rural schoolhouses in many instances are worth less than \$100 and lack almost every facility for good work, such as light, air, comfort, blackboard space, floor space, closets, etc. None have glass in the windows, so these have to be closed when it rains, making it difficult for anything to be done.

In response to an offer made by the department to build and equip a one-room frame schoolhouse where municipalities gave an acre of ground free of all cost to the people of Porto Rico, and a four-room brick graded-school house in Caguas under the same conditions, the site offered by Gurabo was accepted by the department for the first and a site bought by the municipal authorities of Caguas for the second. Work was commenced on these buildings the latter part of March, and the rural school at Gurabo was finished and dedicated April 27. It was given the name of Lafayette by the department, and is to be an agricultural school. The graded-school house will be finished and dedicated early in July. It will be occupied by the advanced grades when schools are reopened September 30. These are model schoolhouses for the climate, and are each a credit to the cities in which they are situated. Many more like them are badly needed, and it is hoped that in a few years each and every barrio will be provided with one like the former and every town with a graded building like the latter, regulated in size to accommodate the pupils in each.

SCHOOL FURNITURE.

Over 500 American school desks have been received from the Department of Education. All other desks and benches used in the 57 schools of this district are home-made and few are even well made. Benches are often too high to permit pupils to place their feet on the floor, and as the seats have no backs, pupils soon become tired and restless. School boards have been anxious to provide better furniture, but have been unable to secure the money due them from municipal authorities. Several teachers have been compelled to provide their own desk, chair, and bookcase in order to open their school. With the new school law, these difficulties will be done away with, as it is merely the result of scarcity of funds that they have existed in the past.

In response to the offer of the department to duplicate free of cost each new desk bought by the municipalities, twelve were purchased by Caguas school board. It was with difficulty that payment was secured for them from the municipal authorities, although the money was due the board as money appropriated for material. Payment was finally made and twelve more desks were received from the department in accordance with their promise. Each of the other school boards in the district was desirous of investing in a similar fashion the money appropriated for material, but could not obtain the cooperation of municipal authorities.

BOOKS AND SUPPLIES.

Few schools are better supplied with good text-books and writing material than the public schools of Porto Rico. The books, in both English and Spanish, are up to date and standard in every particular. Every pupil is provided with a book for each subject studied, and there is little room for additional text-books, except for new schools and higher grades. Every school has been well supplied with chalk, erasers, plenty of blackboard space, slates, pencils, paper, pens, ink, rulers, rubber erasers, and everything necessary to do good work. Very little material has been wasted. Care has been taken in the distribution of supplies, and never before have the schools been so well supplied with these essentials. Vertical writing books provided the schools meet with favor by teacher and pupil because of the English headings, which are helpful and interesting. Many natives pride themselves on their penmanship.

SCHOOL BOARDS.

While it is true that members of local school boards are not all model men, that they are not free from political influence in the selection of teachers, and have seldom visited the schools of their municipality, yet there is favorable improvement in the interest and efforts of these representatives of the people to advance public instruction.

They have begun to realize the difference in the provisions of the old and the new school law. With the old, they were unable to act because of the law, while now the law opens the way and provides the revenue to act. They are no longer under obligation to municipal authorities, but to the people who elect them, and are free to serve them in the best possible manner. Were all municipal authorities as desirous of having more schools as Cidra, where the maximum appropriation was made for schools and the position of mayor left to be filled gratis, the provisions of the new law would not be so much appreciated, but this is the exception and not the rule. The future is bright for the new school year, and school boards can be relied upon.

TEACHERS' MEETINGS.

A district teachers' meeting was called for December 24, 1900, and resulted in 44 teachers being present. Methods and school matters were freely discussed, and the meeting addressed by the field supervisor, Mr. A. F. Martinez, and the English supervisor. Monthly meetings have since been held in most of the towns of the district. They have been well attended and considerable interest manifested. Many teachers have addressed these meetings upon subjects assigned them or taken voluntarily, and have shown marked ability and careful preparation in their delivery. By frequently referring them to the pedagogies in their hands, it is believed that these books have been better used, that the teachers have been greatly helped, and that the schools have been more effective in their work. In the last meetings held library associations were organized in each town, and teachers agreed to give 1 per cent of their salary to buy educational books.

MUSIC.

Music has been taught in the Caguas graded schools since January 1 with marked success. Daily lessons of fifteen minutes have been given each grade and the advanced pupils sing two-part music without difficulty, as a result of six months teaching. Porto Ricans are all lovers of music and it should be taught in graded schools wherever possible. Most of the songs in English provided the schools have been learned in the advanced grades, and the pupils are helped in the English pronunciation to a large degree by singing them over and over.

WASHINGTON'S BIRTHDAY.

The 22d of February, 1901, has been stamped on the memory of every teacher and pupil as a day among days. It was appropriately celebrated in every school in the district with songs and recitations. The early history of Washington is known by every teacher and pupil. The exercises were especially good in Caguas and Gurabo, where the plazas were decorated and the exercises held in the open air. An excellent selection of songs, recitations, and addresses, with music by the bands, made it a memorable day to all present.

June 14, the one hundred and twenty-fourth anniversary of the birth of the American flag, was celebrated in much the same way as Washington's birthday. Many of the programmes were longer and a much larger display of flags was observable. Model programmes, sent to every school by the department for these two holidays, helped to make them much better observed than could have been done otherwise. Copies of the history of the flag sent to teachers helped to make the significance of the day much better understood, and did much toward turning the people from the Spanish to the American flag. Several recitations, and the origin of the national hymn in English, the latter recited from memory by a pupil, were loudly applauded by everyone assembled in the Caguas plaza, where the exercises took place, although few understood what was being said. English is welcomed among every class of people in the island. Patriotic words set to the tune of Home, Sweet Home, and sung by the pupils, was especially well received.

SCHOOL ENTERTAINMENTS.

The first school entertainment in this district was given in Gurabo, April 6, 1900. Since that time they have been fairly frequent, and the interest on the part of teachers and pupils has increased with each occasion. Christmas day was celebrated with great effect in Caguas, and will be long remembered by all who took part. An outing in the woods was given the children in May, and the celebrations of Washington's Birthday and Flag Day have already been described.

PUBLIC LIBRARIES.

Over a year ago the writer of this report offered to assist the school board of Caguas to open and maintain a public library, largely for the benefit of teachers and pupils. A suitable room was secured from the alcalde in the town hall, but nothing further was done until teachers were interested in the project and took it up some months later. An organization was effected by electing a president, secretary, and treasurer from their number and agreeing to give 1 per cent of their salary for the purchase of books. An entertainment was given in April of the present year for the benefit of the library fund, and the sum of \$51 realized. Committees were appointed to select books, have bookcases made, and arrange for the opening of the library to the public the same day that the new four-room school building was dedicated. Cases have been made and the books are being selected and everything prepared to give the people of Caguas the benefit of a public library. Over 300 books have been given for use by the municipal authorities. When it is remembered that little reading matter is available in the homes of the majority of the pupils attending the public schools, and the summer vacation excludes them from the use of schoolbooks, the benefit to the people can be better appreciated. An organization has been effected in all of the six municipalities of the district, and, although a library will be opened in Caguas alone at present, it is hoped that the small beginning in other towns will lead to others being opened later.

TEACHING ENGLISH.

There are some reasons why a different plan of teaching English in graded schools would be preferable in the larger towns, although much has been accomplished by having English teachers go from room to room. By employing as many English as

there are native teachers, pupils could be taught by one in the morning session and by the other in the afternoon session. In small towns the present method is entirely satisfactory, but only one hour a day is hardly sufficient for advanced grades, and it is difficult to make native teachers do any teaching in this language. The native teachers are hardly qualified as yet to teach the language and need to devote all of their time to their own work as teachers. Out of 42 who have taken examinations for teachers' certificates during the last two years, only 17 received certificates.

Respectfully submitted.

J. C. HUFF, *Supervisor.*

SCHOOL DISTRICT No. 6—GUAYAMA DISTRICT.

GUAYAMA, July 10, 1901.

All schools were opened promptly in this district on October 1, 1900, with the exception of a few American schools, the teachers of which arrived a few days later. At the end of the first school month there were 32 schools in the district, viz, 15 graded, 4 American primaries, and 13 rurals, with an entire enrollment of 1,235 pupils. Later in the term the number of schools was increased to 38. This number accommodates about one-third of the children of school age in the district.

The municipalities have not been able to meet their share of school expenses during the past year. Many teachers have not received their house rent, and the owners of some schoolhouses have not been paid their rent. The excuse given for this state of affairs by the municipalities is "no funds."

The school funds that have been appropriated by the city councils of the several towns in the district are barely sufficient to meet the actual expenses of the schools the coming year, and leave no surplus to cancel the school debts standing at present against the school boards.

Community interest, especially that of the local boards of the district, has been a decided improvement over previous years. There have been practically no funds at the disposal of the various boards to buy school furniture or make improvements; however, much has been accomplished without funds. Mr. Luis Jesús, president of the Guayama board, and Mr. Simón Alcaide, president of the Arroyo board, have been untiring in their efforts to improve the condition of the schoolhouses and furniture of the schools in their respective towns.

Some trouble has been experienced by all of the boards in securing a competent treasurer. They have reported that it is a difficult matter to secure bondsmen.

There will be no political influence in the selecting of teachers for the coming year, the various boards having signified their intentions of selecting teachers entirely on their merits. This is an important step toward organizing themselves into competent commissions to be intrusted with the educational welfare of the island. Since the American invasion politics has been an important element in the selection of teachers, but the new school laws have brought about a wonderful change and will bring about many more for the betterment of the school system.

There are school boards in this district in which the majority of members live in the country. If a meeting is called for a certain date and that day brings inclement weather, the meeting is always abandoned; the country members can not attend, as traveling in the rural districts is extremely dangerous on rainy nights. All members should live in the town, where they could attend meetings in all kinds of weather without inconvenience. On one occasion in this district during the past year I called a meeting of one board five times without being able to form a quorum, the members being unable to attend on account of the distance they lived and the inclement weather. In this way important business that should have immediate attention is often kept waiting several weeks.

The teachers of the district are divided into three classes—i. e., excellent, good, and fair. I have many teachers, both in graded and rural schools, who have never had normal training who compare favorably with American teachers. As a whole the teachers of the district have made improvements in their methods of teaching. It has been hard for some to learn the importance of discipline in their schools, but with few exceptions this has been accomplished throughout the district. I have found those teachers not holding certificates from the Spanish Normal School of San Juan to be a better grade of teachers than those in possession of them. The former seem to adopt new methods and suggestions more readily, attend teachers' meetings and English classes more regularly, and are interested in their advancement as teachers, while many of the latter seem to think they have nothing more to learn.

The rural teachers are confronted with the same difficult problems we find in the United States, and many more in addition, which tend to lower the daily attendance

in their schools. The pupils range from 6 to 15 years of age; if the schools were graded, many would be found to contain six or seven grades, or groups, of children at different stages of advancement. It is impossible to keep a class at the same degree of advancement, owing to the irregular attendance caused by rains, bad roads, poverty, sickness, and indifference of parents. The progress made by many teachers in this district deserves commendation. There is a general tendency among them to advance themselves as teachers. Some come 8 or 10 miles over miserable mountain roads and trails to attend English classes and teachers' meetings. In the last examination for teachers, three took the examinations for graded teachers; several will attend the normal school at San Juan, while ten will study at home during vacations, not being able financially to go to San Juan, to prepare for the September examinations.

The good influence exerted by the English teachers is readily seen in towns where they are located. The Porto Rican teachers are more prompt in opening and closing schools, their work gives better results, and the discipline improves immediately after the arrival of the English teacher. The English classes held by them for the benefit of the Porto Rican teachers have been the source of much good, bringing in the rural teachers once a week, and school work has been discussed generally after class is over. In the English lessons given in the other rooms, the children are taught to study, and soon learn to apply it in the preparation of other lessons. This district has one town which has never had an English teacher. At the end of the school year I found the schools the least advanced in Spanish, arithmetic, geography, and history, of the district. The examinations, not only in English but in all subjects, were the least satisfactory of the district.

These teachers should be young, principally young men, as few towns outside the supervisor's headquarters can furnish accommodations to women. They should have a knowledge of Spanish, or, upon their arrival, take up the study of the language. The teaching of English in the graded or town schools is giving excellent results, the pupils receiving the mental training derived from the study of a foreign language and learning the tongue that will be the official and commercial language of their country. This district has two schools, the principal schools of Arroyo and Guayama, in which the pupils are far enough advanced in English to take up all studies in that language.

In reference to the books and supplies, I do not think there is any public school in the United States that is better supplied with books, etc., than the schools of this district. There is a sufficiency of all kinds of books—both in Spanish and English. There is also a good supply of writing paper, copy books, pencils, pens, and ink. The large Spanish-English dictionaries furnished each school, filled a long-felt want and put new energy into the study of English. They were highly appreciated by both pupils and teachers. The English readers furnished the schools this year are an improvement over the previous ones used. English teachers have reported better progress with them; pupils have taken more interest in the reader, as each lesson brings new thought material.

As it is my intention to open a school of two higher grades in this district the coming year, I desire to recommend as new books needed, a Spanish grammar, a more advanced Spanish-English grammar, and a work on elementary physiology and hygiene.

In regard to schoolhouses, this district has three towns, Maunabo, Patillas, and Salinas, in which the houses are almost unfit for school purposes, being badly arranged, close, and entirely too small. Sanitary conditions of all are bad. In each case the buildings were the largest and best that could be secured in the town. There remains but one solution to the schoolhouse problem in these towns—schoolhouses to be built by the department of education, as the municipalities are bankrupt. In Santa Isabel the schools occupied a large storehouse divided into three apartments. These rooms were well ventilated and well lighted, with plenty of floor space and good sanitary arrangements. These schools were furnished with sufficient home-made desks, tables, and benches. The schools of the three former towns were furnished with sufficient furniture of home make. In Guayama three of the schools occupied a building belonging to the municipality, three remaining were quartered in private houses. One room was furnished with American desks; the remainder with sufficient tables and benches of home manufacture. There were few rural schools in the district in which the rooms were large enough. In nearly every case the largest house in the town or barrio was secured. They were furnished throughout the district with tables and benches of home manufacture, sufficient to accommodate the enrollment.

The pupils of the district compare favorably with those in the schools of the United States as regards intelligence and aptness in learning, but they are not as healthy or strong. Much absence from school is caused by fevers in the town schools. In the

rural districts there is more sickness, caused principally by fevers and other diseases brought on by insufficient nourishment.

The schools of this district closed on June 21 with an enrollment of 1,580 pupils. The examinations were held during the week of June 17, being conducted by the teachers of their respective schools from a list of questions prepared by a committee of the following teachers: Jose A. Vicente Pales, Juan B. Huyke, Juan Alapont, and Sarah E. Moses. Questions for the Guayama schools were prepared by a committee from the local board and myself. The results of the examinations of the several schools of Guayama were entirely satisfactory with the exception of the school at Jobos. The presidents of the several school boards have reported the results of the examinations as satisfactory, with the exception of the girls' school at Patillas and Salinas and some rural schools. The school year which closed on June 21, 1901, has been entirely satisfactory to local boards and parents interested in the same, and is generally felt throughout the district to have been the most successful school year in the history of Porto Rico.

Very respectfully submitted to the honorable commissioner of education for his approval.

GEO. W. MOORE, *Supervisor.*

SCHOOL DISTRICT No. 7.

COAMO, P. R., *July 1, 1901.*

Dr. M. G. BRUMBAUGH,

Commissioner of Education, San Juan, P. R.

DEAR SIR: I have the honor to submit herewith my report on the schools of this district for the past year.

Looking back upon the work of the past year and comparing it with what was done the year before and what had been done up to the American occupation of Porto Rico, I think that I am justified in saying that we have just completed the most successful year's work in the educational history of the island. This is also the opinion of all the good teachers and all who have been in touch with the work. The interest of the people has been excited and the prevailing idea among the natives in this district is that the American administration is doing more for them in an educational way than along any other line.

We still have with us the difficult problem of the local board, but sections 7 and 8 of the new school law provide a remedy for the abuses and evils arising from the school board system here. It is a well-known fact to all who have studied the conditions of the island that there are very few public-spirited citizens who will accept an office which carries with it no emoluments whatever. In Porto Rico the position of school director pays no salary, but, unfortunately, the majority of the boards have been using the patronage at their disposal, for their own personal or political advantage, in lieu of other pay. Politics enters into the choice of teachers and even into the choice of school buildings. Cases could be cited where the local committee of the party in power had submitted a list of the teachers to be selected by the board, to the president of the latter, the day before the election of teachers was to be held. It is needless to say that a poor teacher of the right party is selected often instead of a good teacher who does not happen to be of the party.

Unless there is some other reason than simply the good of the schools to be taken into consideration, it is difficult to have the majority of the boards act on even important matters. In one barrio there were two schools close together, but only one of them has been open during the entire year and that with an enrollment of much less than the required number. The furniture in the building in use was very deficient and there were several desks and benches in the other school that could have been moved to where they could have been put to excellent use. The supervisor requested the president of the board to have this done, but was unable to secure anything satisfactory. It would have cost about \$2 to move the furniture, but instead of doing so, the board paid about \$50 for the rent of the unused building. In only one town has the board really advanced the cause of education. I refer to the school board at Barros, a town located almost in the exact center of the island and only approached over almost impassable trails. Here the board and the supervisor worked in perfect harmony always, and the result is that the number of schools has been increased from 4 to 12 and the laudable feature of the increase is that 7 of the 8 new schools are rural, which are much more difficult to establish than town schools. Another result of the energy of the Barros board is the securing of school buildings and houses for teachers at no expense to the municipality. The energetic secretary

of this board, Mr. Felipe Sanches, has gone into the rural districts and interested the people to such an extent that they have provided houses and furniture for schools without one cent of cost to the board. Six of the rural schools that Barros had at the end of this year will be given free for another year, and we hope to place a school in every barrio of the town if there are sufficient teachers.

Thus it is apparent that there are some very useful school boards, and the new law makes it a comparatively easy matter to improve all the boards on the island. Under section 7 of the law a school director who does not perform his duties can be removed and his successor is nominated by the commissioner of education to the district judge, who makes the appointment to fill the vacancy. This appears to be the only way to exclude politics to a certain extent from the school boards, as the persons nominated by the commissioner will be selected solely on account of their fitness to fill the position.

Already one of the boards of this district has been improved in this manner, and, with the full working of the law, it is to be hoped that, by another year, all the friction between the supervisor and the boards will have disappeared.

There will be few changes in the teaching force of this district in the coming year. Quite a number of additions will have to be made to fill the new schools to be established, and it is known that a few of the old teachers have applied for positions in other towns. One notable improvement in the teaching force was the entrance of a number of young teachers who secured their certificates at the examinations last summer and winter. As a general rule these teachers are much better than most of the old teachers. They all know some English and their methods of teaching can be formed by the supervisor. The great difficulty with the old teachers is their inability to get out of the rut of teaching words instead of ideas. Some of the old teachers are perfectly satisfied to continue their old methods because some Spanish inspector or general was satisfied with the school, while those of the new element look to the supervisor to aid them in their work.

The rural teachers in general have recognized the fallacy of teaching less than the required number of hours, smoking and drinking in school, and other practices so prevalent in Spanish times. This year but one teacher has been reported for closing his school during school hours, and the reports of short hours and smoking in school are very much less frequent than last year.

This year there have been six English teachers in the district. In Coamo we have had two of these teachers during the last five months of the school year, one to teach English and arithmetic in five of the graded schools and the other to teach the primary grade and conduct the English work in one grade. In all the town schools in the district the arithmetic work is done exclusively in English from the second grade on; the first grade pupils are taught to count and solve simple abstract problems in English. Where there is an English teacher who can devote enough time to the work in each of the grades, I find that arithmetic can be taught almost as easily in English as in Spanish. We have pupils who have passed Wentworth's Elementary Arithmetic in English and know the work well.

Up to the present time the English teachers have usually had their own school of very young pupils to teach, and take charge of all the English work in the schools of the town. The little ones learn some of the pages of the chart, to count, and solve simple problems in arithmetic, to sing motion songs, to draw, and to write some during the year. They can hardly be prepared for second-year work. We expect that of the native teachers, who spend six hours daily with older pupils and are assisted in their English by the American teachers. The result is that the young child has to repeat the following year the same work he had done in the primary grade.

The manner in which the schools have been supplied with books and supplies during the past year has been a revelation to the teachers. With the exception of one or two occasions when we lacked some article, there has been an abundance of supplies all the year. A sufficient supply of arithmetics, histories, and second readers in Spanish did not arrive till late in the school year, but every school had at least one copy of each book from the beginning of the year. Many of the books now on hand are hardly fit to be replaced in the schools next year. The paper-bound readers in Spanish, the pamphlets on Washington and Columbus, Appleton's First Readers, and some other books that have been in use for two years will have to be replaced by new books. A list of books and supplies needed for next year was submitted to the department in May.

Most of the buildings in use last year have been used again this year for school purposes. It is needless to say that in many cases the houses are unsatisfactory. Frequently the rooms are small, and almost without exception the hygienic conditions leave much to be desired. In Coamo and Aibonito the buildings now used for town schools will not be accepted another year. In Barranquitas the schools are

located in a new frame building built for them recently and rented by the board. The house is much more satisfactory than the one formerly in use there, but it is not what it should be. Juana Diaz and Barros have the same buildings as last year. Juana Diaz is the only town that has a janitor, and the schools there are much neater and cleaner than elsewhere. The schoolhouse problem should now be much simpler, because the boards will be in a position to pay the rent, which they have not been able to do heretofore. In some cases the rent of school buildings has not been paid for an entire year.

The school furniture has been much improved during the past year. The new desks made in the different towns are much superior to the old ones, with their steep, inclined tops. Recently the department generously donated 150 modern American desks to be distributed to the towns in this district. Barros, Coamo, and Juana Diaz each received 50 of these desks. They will not be set up until the beginning of the next school year. The furniture which these desks will replace in the towns will be sent to some of the rural schools, where it is badly needed.

The pupils are physically deficient compared with those of the States. This is due to insufficient and inferior food, lack of sanitary arrangements, absence of organized games and sufficient physical exercise, and many other causes. One cause of the poor health of the children is the fact that the sleeping rooms are always kept tightly closed at night, and that important essential to proper physical and mental growth, fresh air, is taken from the poor children. All these conditions need time and patience to be rooted out, but will undoubtedly improve with better instruction and teaching of hygiene, a subject of great importance in grades sufficiently advanced to profit by it. Mentally the pupils are very variable. Some are very bright, while others are very deficient in mental endowments. On the whole, I should say that the pupils here have a fair capacity to learn, and that the boys are much superior to the girls in "thinking subjects." The ignorance of arithmetic on the part of many of the lady teachers is very noticeable.

At the end of the school year examinations were conducted in all of the schools of this district. Printed questions were furnished by the supervisor, selected from lists of questions submitted by the teachers. These examinations will aid the teachers in properly grading their pupils in the coming year. Two circulars to the teachers giving rules for these examinations and for the closing work of the schools are attached to this report.

Washington's Birthday and Flag Day were celebrated in the schools with remarkable success. In all the towns the exercises were held in large rooms or in the open air, and the whole population turned out to see the "fiesta" of the children. These celebrations are very beneficial to the pupils and the public at large and should be still further encouraged. They exert a very potent influence in making the people love the flag and all that it embraces.

All these facts show something of the condition of education in this district. It is a hard task to properly supervise it, since, besides having more than the average number of schools allotted to the district, the majority of them are located in the mountains, necessitating severe, dangerous travel on horseback over the worst mountain trails that can well be imagined. Since December reports have been rendered to the department of 273 visits to the schools of the district. Many other visits were made at which no reports were taken.

This year has seen a steady upward push in education. Next year we intend to use the foundation laid in the past to effect a grand development in all that pertains to education, and the prospect for such a rise seems favorable.

Respectfully submitted.

S. W. ECKMAN, *Supervisor.*

COAMO, *Junio 14 de 1901.*

A los profesores de este distrito.

SEÑORES: Les remito adjunto las listas de preguntas que usarán Uds. en los exámenes de la semana que viene. También devuelvo á algunos de Uds. las preguntas que me remitieron, á fin de que las usen en adición á las mías, si lo desea el maestro.

En el primer grado notarán Uds. que hay 30 preguntas en inglés y aritmética.

Como el examen en este grado es puramente oral, he creído conveniente emplear ese número de preguntas á fin de que no se repitan la misma tantas veces.

A cada niño de este grado debe hacersele por lo menos cinco de estas preguntas, y si contesta cuatro, tendrá el 80 por ciento.

En los exámenes orales el maestro llevará los nombres de los examinados en un papel suelto y pondrá su tanto por ciento por cada pregunta que se les hace, hallando el tanto por ciento de todas, después del examen.

A las preguntas de las listas que no lleven la palabra oral las contestaciones serán por escrito. El profesor escribirá la pregunta en la pizarra grande y cuando todos han concluido se escribirá otra pregunta borrando la primera si no caben varios en el encerado.

En adición á las preguntas remitidas, los maestros pueden hacer cualesquiera otras.

En una escuela de nueva creación adonde no hay discípulos competentes á examinarse para entrar los grados más altos, no se celebrarán los exámenes. Los maestros continuarán con el trabajo ordinario hasta el último día. En todas las escuelas el trabajo ordinario continuará tan pronto concluyan los exámenes. Las vacantes no empiezan hasta el Sábado 22.

Llamo la atención de los profesores rurales de mi circular del 20 de Mayo en lo que se refiere al envío de sus papeles de los exámenes por escrito al pueblo, y de los maestros graduados espero un fiel cumplimiento de lo que se les exige en dicha circular refiriéndose á las juntas de examinadores.

Los maestros llevarán todos sus libros mapas, y enseres, menos el hule que no se puede quitar sin dañarlo, junto con la caja de guardar libros, al pueblo, inmediatamente después de cerrar las escuelas, y el inspector irá á cada pueblo á recibir dichos efectos y á pagar á los maestros sus haberes del mes de Junio. Los libros de registro han de ser llenados hasta la página 19.

Doy las gracias á los profesores de este distrito por su celo en el cumplimiento de sus deberes. Tengo la seguridad de que en el año que está por concluirse, las escuelas de los cinco pueblos que componen este distrito, han estado mejor montados, mejor asistidos, mejor enseñados y el adelanto en los niños ha sido más que en ningún anterior. Pero no debemos estar satisfechos con lo que hemos hecho; al contrario, estamos empezando ahora el gran trabajo de hacer del pueblo de Puerto Rico, un pueblo instruido en su totalidad.

Hace dos años habían treinta escuelas en este distrito; ahora tenemos el doble de ese número, y el año que viene espero ver abiertas ochenta escuelas al principio del término.

El actual comisionado de instrucción se toma muchísimo interés por todo lo que se refiere á la enseñanza, y su última obra en pro de ella es el establecimiento de una escuela Normal en San Juan, y la cual no duda asistirá un gran número de maestros de este distrito.

Uno debe hacer cualquier sacrificio por ir á esta escuela adonde aprenderán los estudiantes cosas que les serán muy útiles, en sus tareas de enseñanza.

Espero ver á Uds. todos en sus puestos en Octubre, con nuevo aliento.

Muy atentamente,

S. W. ECKMAN, *Inspector de Escuelas.*

COAMO, P. R., 20 de Mayo de 1901.

A los Profesores de este Distrito.

SEÑORES: Como son varios los profesores que me han preguntado si habrá ó nó exámenes en las escuelas al finalizar el actual año escolar, considero un deber manifestar á todos los del distrito, lo siguiente:

Esta inspección cree que donde las escuelas están bien organizadas, y la graduación de los alumnos es como debe ser, son innecesarios los exámenes para decidir la promoción de los niños de un grado á otro más alto. El juicio del maestro, cuando es franco y justo, vale más en este caso que ningún examen.

Pero aquí no tenemos todavía esa organización, nuestras escuelas atraviesan un período constituyente, y deben celebrarse exámenes, porque ellos servirán para la mejor graduación de aquéllas en el venidero año.

Dichos ejercicios tendrán lugar en todas las escuelas del distrito en la última semana del mes escolar de Junio, ó sea la que empieza el día 17 del mismo mes; y no se hará para ello ningún trabajo especial de preparación, puesto que las preguntas de cada examen han de ser basadas sobre el trabajo ordinario correspondiente al grado que el discípulo ha acabado de cursar.

En las escuelas graduadas el principal estará encargado de los exámenes bajo la dirección del inspector.

Todos los maestros del distrito formarán listas de preguntas de cada una de las asignaturas correspondientes á los grados que ellos tengan en sus escuelas, las que remitirán á esta inspección antes del 1.º de Junio, y serán utilizados para formar el programa de preguntas sobre que ha de versar el examen de los alumnos de cada grado; programas que esta oficina distribuirá entre los maestros antes del 17 de Junio.

Los exámenes se verificarán por la forma oral y escrita, siendo ésta última la que debe usarse exclusivamente para los alumnos del tercer año en adelante.

En las escuelas rurales los ejercicios tendrán lugar el lunes 17 y martes 18 de Junio, y después de verificados, los maestros llevarán ó mandarán los papeles que contengan los trabajos hechos al pueblo, donde los profesores graduados constituidos en junta los examinarán y calificarán, marcando los puntos que merezcan. Debiéndose tener presente para la calificación que menos del 70 por ciento será malo, del 70 al 80 regular, del 80 al 90 bueno y del 90 al 100 muy bueno.

Calificados los trabajos serán devueltos al maestro lo más tarde el jueves 20, para que, en vista de la calificación que cada niño haya alcanzado, proceda á llenarle el último mes de los "Informes Mensuales" con el tanto por ciento que ha ganado en su examen escrito y oral, tomando para ello en consideración los tantos por ciento que ha obtenido en los demás meses del año escolar.

El último día del mes, antes de clausurar la escuela, todo maestro entregará á cada uno de sus alumnos su hoja de "Informes Mensuales," teniendo cuidado de poner en ella el grado que ha cursado el niño en el presente año, encargándole la conserve, para que al abrirse de nuevo las clases en Octubre la presente al maestro, á fin de que éste sepa el grado en que ha de matricularlo.

Los exámenes de las escuelas de los pueblos pueden durar hasta el miércoles; pero ningún maestro sólo hará la calificación de sus alumnos. Terminados que sean aquéllos, en cada escuela se continuará el trabajo ordinario hasta el último día de clase.

Los maestros deben invitar á los señores de la junta local y padres de familia para que presencien estos actos; pero ninguna persona presente podrá tomar parte en ellos.

Es indudable que el resultado de estos exámenes dependerá principalmente de los maestros, y que en algunas escuelas sé que serán beneficiosos; pero no deben aquéllos permitir que un niño ascienda al grado más alto sin que sepa bien el trabajo de este año, pues ésto no sólo es perjudicial para la graduación de la enseñanza, sinón que puede ir contra el prestigio del maestro.

El inspector no sabrá ahora el resultado de los exámenes; pero lo apreciará en la primera visita que gire á cada escuela al empezar el próximo Otoño.

Todo maestro debe formar una relación de los niños matriculados en su escuela al terminar el año, expresando en ella la edad de cada uno, el grado que ha estudiado y en el que ha de empezar las clases en Octubre. Esta relación será entregada á esta inspección dentro del libro egistro de la escuela.

El material de papel, tinta, plumas, etc., que necesiten los maestros para los exámenes, deben pedirlo con anticipación.

Muy atentamente,

S. W. ECKMAN,
Inspector de Escuelas.

SCHOOL DISTRICT No. 8.

The work of the year began under many difficulties. School buildings were in bad condition and poorly furnished, and the treasury of the school board was only a name. Some of the needed supplies had not arrived nor could they be readily obtained. However, the department of education was doing all in its power to hasten shipments, and nothing was left us but to possess our souls in patience. As early as possible the needed supplies were distributed and the many small children, especially those in rural districts, were delighted by having placed in their hands materials of which they had never even heard. The department has been liberal in its distribution of both books and school materials, and our greatest need at present, along this line, is for reference books and teachers' helps. Much of the work of the past year has been primary, and we have striven to make the work thorough. In the coming year the department will be called upon for more advanced books to satisfy these developing minds.

In our district the work is centralized by having one board. In fairness to the board it should be said that the spirit was willing but the treasury was weak. Reforms were readily voted but failed to receive the material support of the municipality. Yet it is to be regretted that the members of the board have given so little personal attention to the buildings and furniture, but have left it to the supervisor to keep them informed of conditions. Pictures of floors falling through, desks falling apart, and pupils huddled on the floor in the corners are not so lasting, however graphically drawn in words, as when imprinted on the mind by sight.

Another drawback to the work has been the lack of teachers. Of the 52 schools voted by the board one has remained closed throughout the year and another was open the first term only. The vacancies were advertised again and again, but there were absolutely no teachers to supply them. I am glad to be able to say that we

have some good teachers in our district, but candor compels me to add that there are others who have not caught the spirit of our liberal, whole-souled educational work, and have not entered into the work with the interest and energy for which we had hoped. Some of these are to be found among the rural teachers, but, as a rule, these teachers have responded readily to suggestions, though not always in the wisest way. This is not a fault of the will, but of the improper training, or rather of no training, and we are glad to witness the opening of the summer normal school as a fulfillment of the promises made by the commissioner of education. The same fault may be found in the graded teachers, but the rural teachers labor under greater difficulties; their school buildings are often in remote regions, difficult of access, and with no comfortable living quarters conveniently situated. Pupils have many rivers to cross, and school must sometimes be dismissed because a river is rising.

The influence of the American teachers has been far-reaching and has shown itself in various ways. Pupils are eager to learn English, and coworkers are desirous of learning the methods of the successful teacher, but we have had it demonstrated that a specialist other than primary does not make a successful primary teacher, and rooms which should have been models to the other grades might well have taken lessons from rooms of teachers who had never seen a modern public school. However, these exceptions have been few, and the English teacher has been a godsend to our schools. Their personal influence has been great. Their work has proved so valuable that an extra teacher was placed in one school during the year, and a request has been made that English teachers be placed in the suburbs of Ponce.

During the past year 11 English teachers were employed in Ponce. In the coming year there will be 12, with the prospect of an increase later. Seven of these teachers were employed in the American school, which occupies the position of a model school in the city of Ponce. In this school only English text-books are used, and pupils are graded according to their ability to pursue their studies in English. This work was carried on so successfully and extensively that it was found necessary to introduce a special teacher of Spanish in order to avoid having Spanish-speaking pupils unable to read and write their own language. The Spanish teacher occupies the same position in this school that the English teachers occupy in the other schools. The work has been successful, but there is still something to be desired along this line. In the schools where one teacher has been required to teach a primary grade during a part of the day and devote the remainder to teaching English in the other grades the progress has not been as rapid as desired. Much better results have been attained where the English teacher has been free to devote her entire time to this teaching. If pupils are to acquire a practical knowledge of this language more time must be devoted to its study.

Of the 30 school buildings used for school purposes only 1 belongs to the municipality. The buildings occupied by the graded schools are in good condition and are more or less conveniently arranged. Those occupied by rural schools are far from being conducive to a high degree of development. Some of them are in good condition where bare utility is considered, but most of them are weather-beaten structures whose chief recommendation is good ventilation. Very few are of sufficient size to accommodate all the children who have applied for admission. If size of building permitted the enrolling of all these children there would be a lack of seats. It is no unusual sight to see pupils seated on small boxes or even on the floor, and those who arrive first considerably "take turns" in standing with those who are so unfortunate as to arrive after the seats are all occupied.

In most of the schools there may be found a few old benches, fewer old desks, and sometimes a table and chair. More often this table and chair are the property of the teacher or some interested neighbor. The new schools opened during the year are more fortunate. Even with the low state of the treasury, the board supplied these schools with the essential furniture. A few of the graded schools are seated with American school desks that were sent from the United States when the first public school was opened.

Little or no attention is given to sanitary conditions in country school buildings. As a rule, buildings are well ventilated, and in the mountain districts a mountain stream supplies drinking water. In some places the water is procured directly from hydrants. Even in the graded schools of the city the filters are inadequate to the demand made upon them. Otherwise the sanitary conditions of graded schools are fairly good.

The pupils attending these 51 schools come from all kinds of homes and are of different races. During the year more than 3,000 children have been enrolled. In age they range from 5 to 17 years. The work has been coeducational and pupils are readily learning the lessons of considerateness and respect for the rights of others, which constant contact with so many personalities must teach. Pupils are bright,

and many have taken up their work in a manner very gratifying to their teachers. When inert, listless, sluggish minds are found, the cause may usually be traced to illy fed bodies. From many homes the aversion to ventilated sleeping rooms sends children to school with torpid minds. Others are compelled by stern necessity to attend the morning and sometimes the afternoon session without having any nourishment. It is difficult to impress on a child the necessity for feeding the mind while his body is clamoring to be fed. Principles of hygienic living are taught as thoroughly as possible, and we have been gratified by the change in the appearance of many schools.

By means of the monthly teachers' meetings the idea of each school being a unit standing alone and responsible to itself only has given place to some conception of the uniformity of our public-school system. The introduction of the course of study suggested by the department, with the promotions it has engendered, has shown the definite purpose of the technical work. Though promotions were made during the year as pupils were found to be prepared for them the final examinations attracted much interest. No child was promoted without the recommendation of his teacher, and the same plan of examinations and promotions was used in all the graded schools. In each of the two largest graded schools a class will commence the eighth-year work when school reopens September 30.

Constant vigilance has been necessary to overcome the custom of pupils absenting themselves from school on any and every pretext. People accustomed to twelve months of school with vacation, taken at any time by the day or week, are now realizing that our nine-months' school term means work—hard work, and constant work. As a proof that people have awakened to an appreciation of the efforts of these hard-working teachers, the city schools close with a list of 225 applicants who were denied admittance because of lack of seating capacity. Already several applications for enrollment have been made against the time of opening in the fall.

Many things that we desired to accomplish have been left undone, awaiting time and funds. But the prospect brightens. During the last days of the year one of our citizens donated the ground for the model rural school and the department has completed and furnished the building. The board has brought from San Juan a gift from the department of 150 modern desks. We have been promised still better things in the future, and we close the year's work with courage strong and faith undaunted.

Respectfully submitted.

JEAN L. ANKROM, *Supervisor.*

SCHOOL DISTRICT No. 9.

YAUCO, P. R., June 29, 1901.

Dr. M. G. BRUMBAUGH,
Commissioner of Education, San Juan, P. R.

DEAR SIR: In compliance with instructions received in your letter of the 10th instant, I beg to hand you the following report:

The year just closed has proven a very important one to education in Porto Rico. It has seen the American school system take root in earnest, not only in the towns, but in the rural districts as well, even reaching to the more distant mountain sections. One of the most serious problems which has confronted the department, the insufficient number of teachers, is in a fair way to solution. One year has been passed in dealing with candidates who sought to secure certificates with the least possible effort and preparation. Now, through the attitude of the department, the fact has been made clear that only teachers of true worth, those willing, if necessary, to make a sacrifice in order to properly prepare themselves, and who are ambitious to succeed, are the ones desired. There ceases to be any doubt upon this point. Young men and young women who now aspire to become teachers are in earnest, and from the many who are really striving to fit themselves, not only to receive certificates, but to obtain a school when their qualifications shall have been favorably passed upon, the number can soon be secured to meet the now existing and increasing demand. This result may largely be attributed to the efforts of the department with respect to the opening of a summer session of the normal school, to be conducted in San Juan during the vacation months.

The department has furnished to the schools adequate and suitable supply of textbooks and material; has appointed an efficient corps of American teachers for English work, and has striven to open every school possible which could be properly conducted and properly taught. The construction of modern school buildings, to

be equipped with modern furniture and apparatus, is in progress in each school district.

The school boards of this district, which includes the municipalities of Yauco, Sabana Grande, Guayanilla, and Peñuelas, are all composed of intelligent and representative residents. The Sabana Grande board has performed its full duty as far as it has been possible. The members have, on every occasion, acted impartially, without prejudice, and always for the best interests of education. The Yauco and Peñuelas boards, I regret to say, have allowed political differences to influence their action at times, with the result that the schools have suffered to some extent. The present school law, which took effect March 25 of this year, has remedied all evils that were previously attributable to school boards, and has left them where they can do a great amount of good and practically no harm.

There are now none of the worthless class of teachers left in the schools of this district. They have been dropped from time to time, though all of those that remain are by no means as efficient as is desired. About one-half the teachers are doing effective work, although all of them have still much to learn of American methods. The other half can not be called efficient, neither can they be properly designated as poor. They may be divided into two classes: One composed of those who have been teachers for a number of years and appear either to lack ambition or the ability to improve; the other, young teachers, some of whom by application, study, and genuine interest will climb the ladder of the profession round by round, while others of this class who have made a mistake in entering the profession, together with those of the first class mentioned, will be dropped as the more capable and more ambitious come forward to their proper places. Those teachers who have made a systematic study of American methods and system never fail to recognize the superiority over Spanish ideas. They perceive the benefits resulting to the pupil and teacher alike, and they become enthusiastic students and advocates of the new ideas. The young teachers who have had little or no experience are, as a rule, doing good work, and give evidence that they will become efficient instructors. The best graded teacher in the Yauco schools is a new teacher, and five of the best rural schools of the district are presided over by teachers without any previous experience. Most of the teachers—those of the graded schools more particularly—study faithfully the English language. Several of them are able to read and write English to a very creditable extent, while three teachers speak the language quite well.

The class of teachers neither efficient nor poor are to be found generally in the rural schools. There are, however, many good rural schools in the district, in charge of excellent teachers, where the instruction is as thorough and progress made by pupils equal to many town schools of the same grades. Then there are others, not attractive because the teacher has not the ability or desire to make them so, and where the American ideas have not displaced the old ones to the desired extent. The rural teachers, on the whole, do not take sufficient interest in the appearance of the school, more particularly the external appearance. Great care should be given the buildings, and a well-kept lawn or garden surrounding it should be made a noticeable feature of all rural schools.

Six English teachers, two women and four men, were employed in this district last year. They were all persons of good standing and refinement, and soon adapted themselves to the people and conditions. The climate failed to agree with three of these teachers. Malaria seemed to be in their systems, and they were ill much of the time during the last two months of the year. The American teachers in every instance made themselves very popular with the people, who never failed to show the utmost courtesy and respect and to hold them in very high esteem.

As to the teaching of English, the children are bright and very desirous of learning the language, so the instruction should be made as interesting as possible. The English teachers must depend upon themselves to devise exercises or a line of instruction outside the text-books that will tend not only to instruct, but to keep up the interest of the child. While they all have labored conscientiously and well, there are some who have failed to infuse a sufficient amount of life and ingenuity into their work, and by confining themselves too closely to the chart and text-books, have caused the study to become dry instead of attractive, which means that pupils progress without a perfectly clear understanding of the ground they have covered.

The graded teachers give valuable aid to the English teacher, especially in matters of translation and explanations; their pronunciation, almost without exception, is good. The ability of rural teachers to give English instruction varies. Most of these teachers are making steady progress in the language, though there are a few who never will be able to teach their pupils to pronounce with any degree of accuracy. The young teachers now entering the profession are better English scholars and the work will receive this material aid. English instruction in this district is progressing as well as could be expected.

The text-books furnished by the department are excellent and complete and meet every requirement of the schools. The material supplied is appropriate and sufficient. Not a child in the schools of this district has, at any time, been without sufficient books and a sufficient supply of material.

As no schoolhouses were ever built by the Spanish Government, dwelling houses or storehouses have to be rented and fitted up for the purpose. In Yauco the best building in town has been turned into a schoolhouse and it accommodates 8 schools, although two of the rooms are entirely too small. In Sabana Grande two buildings are provided for the 6 schools and they serve the purpose fairly well. In Guayanilla an excellent building is rented and large class rooms are provided for 3 schools. In Peñuelas two buildings are rented. One of these, in which 3 schools are located, is in miserable condition, wholly unfit for the purpose. It is the only building that can be secured and for that reason is tolerated. The next year it would be advisable to locate each school in a separate building rather than again in the one referred to for the 3 schools.

The buildings for rural schools are the best that can be secured in the localities where schools must be maintained. There are good and bad—mostly bad. Many are not of sufficient size and several are in more or less of a dilapidated condition. It is certain that the municipalities can not begin the building of schoolhouses for several years to come, so the only hope in that direction at present is from the Government. At the present time one brick graded building, costing slightly less than \$8,000, to accommodate 4 schools, is in course of construction in the town of Yauco. In Sabana Grande the work on a frame rural and agricultural school, costing \$1,500, has been begun. The funds for both buildings are being supplied by the department of education.

The department has donated to this district 204 new school desks and 36 chairs for the primary schools; also 100 old desks given by the Washington, D. C., schools. By subscription, 25 desks were purchased for the town of Yauco. This is all the modern furniture in use. The other furniture consists of long benches and desks. Much of this is old and in need of repair, and many, indeed a majority, of the schools are insufficiently supplied. The teachers' desks in most cases are very poor.

The school buildings are in a good sanitary condition. The rural schools give no cause for complaint on this ground, and only on a few occasions has it been necessary to call the attention of the authorities to the unsanitary condition of graded buildings.

The pupils, speaking generally, are enthusiastic over the school. They find the school more agreeable than the home; they would rather attend school than be given a holiday, and they deplore the three months' vacation. They are bright and very desirous of learning all they can; well behaved when they are properly governed, studious when they are taught how to study and the necessity of application. It can be safely said that when there is not a full enrollment in the school the teacher is to blame, as also when there is poor attendance or the children are badly behaved he is responsible. When they do not show a disposition to study, he is the one to answer why. A teacher often offers the excuse that his pupils are ungovernable. That is not so; they are amenable to discipline absolutely, and the teacher is only following in the footsteps of the child's parents. In the home the child has not been taught to obey; there when he does wrong the mother does not correct him in a reasoning manner or deal out a fitting punishment to teach him he must not repeat the offense; she throws up her hands in horror, proclaims him the worst boy that ever lived; acknowledges that she can do nothing with him, and predicts his future is certain to be of the blackest description. All this is not calculated to excite fear in the boy, for he is not punished, and there is no hope of his amounting to anything, for his mother insists that he is doomed to a career of crime. The duty of the teacher is to make this child a model pupil, and experience has shown that it is not such a difficult task. The pupils learn rapidly. They progress particularly well in English, Spanish, elementary history, and elementary geography, but are backward in arithmetic. In writing it is curious, but an actual fact, that they make fewer mistakes in English than they do in Spanish. Of course, there are dull children in all schools, and a poorer class intellectually in some localities than in others.

In the rural districts there has been much suffering, and it still exists in a lesser degree, among the children from want of sufficient food, many being prevented also from attending school on account of lack of clothing. To these causes may be attributed most of the sickness as well as the weak mental and physical condition of some of the children. There is no charity I know of for Porto Rico that would be loftier in its aim, more far-reaching in effect, and more beneficial in result than the supplying of simple clothing to the very poor children, who, without such aid, are unable to attend school.

In conclusion I wish to say that the American school system is becoming well

established, development is shown to a very encouraging extent, and the schools are in as good condition as they could well be, considering the disadvantages under which we must labor. I believe the work, backed by the earnest, firm, and active policy of the department, will bring results the next year that will not fail to satisfy every reasonable expectation.

Respectfully submitted.

CHARLES E. FOOTE, *Supervisor.*

SCHOOL DISTRICT No. 10.

SAN GERMAN, P. R., *July 10, 1901.*

HON. M. G. BRUMBAUGH,
Commissioner of Education, San Juan, P. R.

SIR: I have the honor to transmit herewith my report for the year 1900-1901.

To give a general idea of district No. 10, comprising San German, Cabo Rojo, Lajas, and Maricao, I submit the following table of statistics:

Municipality.	Popula- tion.	Popula- tion en- rolled.	Rural barrios without schools.	Teachers.		Area.
				Town.	Rural.	
		<i>Per cent.</i>				<i>Sq. miles.</i>
San German	20,246	3.95	11	9	9	49
Cabo Rojo.....	16,154	4.44	4	7	7	64
Lajas	8,789	3.11	6	3	3	57
Maricao.....	8,312	1.92	5	3	1	34.5
Total.....	53,501	3.64	26	22	20	204.5
<hr/>						
Urban population.....						9,262
Rural population						44,239

Three rural schools were closed during the year and are not included in the list. There are in all about 400 more children enrolled this year than there were last year. It is seen from this table that there are 26 schools for an urban population of 9,252 and only 22 schools for a rural population of 44,239.

Wherever it has been possible to obtain schoolhouses the rural schools have been placed where they could be easily reached by the children from the surrounding country, or in centers of population. In addition to the four towns of the district there are six small villages, known as "poblados" or "caseros," where rural schools are located. In a few cases there are two schools in the same barrio.

LOCAL BOARDS.

The members of the local boards of this district are representatives of the best class of people. As a rule, they show a satisfactory degree of interest in the schools of their respective municipalities. It is to be regretted, however, that in Lajas all the members of the board live in the country, and in Maricao all but one. This is a great hindrance to prompt action when it is required. The supervisor has attended nearly all the meetings of the boards of San German, Cabo Rojo, and Lajas during the past year to consult with them on the work and needs of the schools. I have never met all the members of the Maricao board and never have attended a meeting of that body on account of the inconvenient means of communication between San German and Maricao.

The work of the boards has been seriously hampered by two causes entirely beyond their control—lack of teachers and lack of funds. Three vacancies occurred during the year that could not be filled, and 5 schools could not be opened at all because there were no teachers to take charge of them.

The fact that the boards had no funds made it difficult to provide any material for the schools. The municipalities when asked for money, answered that there was none available. In San German the president of the board employed money due the municipality for taxes in making rough furniture and providing filter stones, etc., for the schools. The money to prepay freight on the school desks sent by the department was advanced by the individual members of the board. It is very fortunate that there are buildings in San German and Cabo Rojo that can be used for school purposes, and for which no rent has to be paid. In the country many owners

of houses complain of unpaid rent, and in a few cases the teachers have paid house rent out of their salary to prevent the closing of the schools. It is not surprising that teachers complain of unpaid house rent, especially now that the summer vacation is here and some of them desire to attend the normal school.

SCHOOLHOUSES.

In San German the municipality owns a two-story schoolhouse having about 600 square meters of floor space, but this building is in such bad condition that it is a question whether or not schools should be installed there next year unless it is repaired. It is to be regretted that this building is going to decay, while our local authorities are not making any efforts to repair it. There is about an acre of ground around it, and a good, large cistern which furnishes sufficient water for all the pupils. There were 6 teachers in this building, the remaining 3 conducting their schools in the north wing of the military barracks.

In Cabo Rojo the civil guard barracks serve as a schoolhouse. This building is also badly in need of repair. In many places the water comes through the roof, the rooms are not properly arranged, and the cistern has no roof, thus compelling the children to drink water warmed by the sun.

In Lajas the municipality rented a private house for the schools. The rooms are too small and there is no water supply.

From a hygienic standpoint, the schoolhouse in Maricao is the best in the district. It cost 22,000 pesos and is divided into 3 rooms, each containing 63 square meters of floor space and having a height of 5 meters.

The village of Rosario, San German, has a good building for its 2 rural schools. It is divided into 2 large rooms, 5 meters high, containing 63 and 65 square meters of floor space respectively.

In response to the offer of the department to build a rural school in the municipality offering the best site, 9 offers were made in the district. From these the site offered by the municipality of Cabo Rojo, barrio Pedernales, was accepted. Work on this building was begun May 1, 1901, and it was completed in the early part of June. This, the Garfield Rural School, is the first building constructed expressly for school purposes in this district.

The municipality of San German gave over an acre of ground as a site for the graded school offered by the department. Work was begun June 1, and it is expected that the building will be ready for occupation when the schools open September 30.

FURNITURE.

Since the American occupation very little has been done by the local authorities about obtaining furniture. Last year some second-hand furniture was received from the department. About 50 desks were sent to Cabo Rojo and 80 to San German. Of the furniture sent this year 53 desks were placed in Cabo Rojo and 106 in San German, only these two municipalities being willing to pay the expense of shipping and setting them up. The San German schools are the best equipped schools in the district at this date.

In the rural schools the furniture consists of rough, long benches, without backs, and a few desks. In some schools there is no desk or chair for the teacher. Clocks are almost entirely unknown in the rural schools. Every school has a bookcase or box for the books and material sent by the department. Lack of funds is the excuse given by municipal authorities for not providing more and better furniture.

BOOKS AND SUPPLIES.

There has been a large increase in the number of books issued since the last school year. There are now twice as many arithmetics, geographies, language books, and readers as there were last year. The supply of material has been very liberal. I have not heard a single complaint from teachers that they could not do good work on account of lack of material, although there were plenty of complaints about the furniture. No ink was distributed to the rural schools of this district, as there were no proper desks, and but few of the children were far enough advanced to make profitable use of pen and ink. In the graded schools the number of books issued varied according to the advancement of the pupils. Materials were distributed in small quantities from time to time, to avoid waste.

TEACHERS' EXAMINATIONS.

During the past year three teachers' examinations have been held. In every case there were quite a number of applicants, and some have presented themselves at each

examination held here, but have failed to secure a certificate. Out of 83 applicants during the past year, only 3 graded certificates have been issued and 11 rural certificates.

THE TEACHERS.

The teachers of this district are good, bad, and indifferent in the same degree as throughout the rest of the island. There is an increase over last year in the number of women and unmarried teachers, the average age being lower than in previous years, and, as a natural result, the number of years' experience in teaching fewer. As a rule the teachers here are very well disposed toward the new order of affairs in the island. They hold no prejudice against the American teachers, but, on the contrary, seem desirous of adopting the new methods and working in harmony with the new régime, subscribing, many of them, to American educational magazines, and working hard to overcome the evils of the system under which the schools have been conducted for so many years. Naturally there are some who can not be included under this statement, for there are always dissatisfied souls everywhere, and this district is no exception to the rule. It is chiefly, however, among the older teachers that we look for complaints and opposition. Some who have held their schools for many years, and have only the ambition to keep the school as a means of support while they may live, are neither ambitious for their school nor for their own advancement. Most of this class have never left the village in which they have lived their narrow lives, have never known what it was to come in contact with live, earnest workers, and the result is but natural, however undesirable it may be. The younger generation of teachers is ambitious to rise to better positions, while those who have not already obtained certificates are working to pass the examinations that will be held in the fall. Although this district is one of the most remote from the capital, there are 30 teachers and candidatei preparing to attend the normal school to be held in San Juan the coming summer.

To summarize in a general way the work of the past year, we find improvement in the following subjects: Regularity in attendance; neatness of schoolroom; definite order of work; improved discipline; improved method; thoroughness of work. The following defects are noticeable: Pupils are not properly directed how to study; school work is limited to presentation of matter in class, there being little drill and no test of assimilation; some teachers do not realize that thoroughness, not number of pages covered, is the criterion of good progress; much memory, little thinking; on the part of some teachers there is little good questioning and much lecturing; teachers do not sufficiently study the child, his habits, and attitude to his work, teacher, and fellow-pupils; discipline—some teachers cater to the wishes of the pupils instead of making pupils respect and obey them; some teachers stop work frequently to attend to matters of discipline; lack of vigilance. It will be impossible for teachers to have good discipline as long as we have poor and inadequate furniture, with small and crowded rooms.

TEACHING OF ENGLISH.

One of the most difficult problems before the educational department of Porto Rico is the proper teaching of the English language. As there are very few people in the district who speak English, it is difficult for the pupils to acquire the pronunciation, although they have made good progress in reading, writing, and spelling. The best progress in speaking the language has been made in schools where the teacher uses only English in the class room. The pupils employ English occasionally in talking among themselves, but the fear of making mistakes prevents them from entering into conversation with Americans. To express themselves in English they first think out what they desire to say in Spanish, and then translate literally into the other tongue, thus marring considerably the expression of the thought in their minds. Just what is the best method of teaching this language is still an open question among the American teachers.

In the rural schools of the mountain barrios English is not taught successfully or profitably. Children only attend school an average of three years. The parents are peons and the children will grow up to be peons as well. The English taught by the native rural teachers is of practically no benefit to children destined for work as field hands on plantations, and they could to better advantage receive instruction in common branches in their own tongue.

It is different with the pupils of rural schools near the towns. As a result of the situation of the schools, they have better teachers, who have acquired some English from contact with American teachers. As a rule, these children learn readily to translate from readers, but there is still much progress to be made in the line of pronunciation.

THE PUPILS.

Physically our pupils are not as strong as American children of the same age. They are not as well fed, clothed, or housed, although they are better off in this respect than last year, when the effects of the hurricane were very severely felt. In Cabo Rojo, where nearly all the poor people are engaged in the hat industry, their children go to school fairly well clothed and fed. The pupils are generally courteous and willing, although their ideas of law and order are rather vague.

Mixed schools, for both sexes, were viewed with much disfavor by the people until this last year. Many parents refused to send their children to school where the coeducational idea was carried out; but in spite of this opposition, at the opening of this school year schools were mixed wherever practicable, especially in the more advanced grades. The result is that people continue to send their daughters, the discipline has improved wonderfully, the boys show self-respect, there is far less bad language used, the girls are taught more self-reliance and dignity of character, and the rivalry between the sexes serves as an excellent stimulus to study.

In intelligence the pupils compare favorably with American children. They have excellent memories, but very little thinking power, not through any fault of their own, but owing to incorrect school methods in the past. There were several pupils in the San German school who successfully passed the examination for rural certificates.

In Cabo Rojo there were enrolled three deaf-mutes, two girls, and a boy. They appeared fully as interested in what was done as the rest of the children. One of the little girls became one of the best writers in her class.

ENROLLMENT AND ATTENDANCE.

There is a decided increase in the number of girls enrolled as compared with last year. It is a remarkable fact that a rural school—Llanos, Tuna, No. 1, Cabo Rojo—had the best attendance in the district. As a rule, the attendance in the country has been unsatisfactory. This is accounted for generally by bad roads, bad weather, and lack of proper clothing. In the coffee regions very few children attend while the crop is being gathered, this being the only time during the year when they are able to earn a little money.

In the towns there are very few clocks and in the country there are less. In the same week I have noticed a difference of half an hour between the clocks in San German and Cabo Rojo, and between San German and Maricao of a full hour. This lack of timepieces and official time causes a great deal of tardiness in the schools. These conditions affecting school attendance will only be remedied by the industrial improvement of the country.

In closing let us ask, Are our public schools successful? This question is answered strongly in the affirmative by the fact that the people want many more of them. The private schools, once considered the only good schools, have lost nearly all their patronage. By enrolling their children in the public schools the parents give their verdict in favor of free schools, free text-books, and free material.

Respectfully submitted.

PAUL G. MILLER, *Supervisor.*

SCHOOL DISTRICT No. 11.

OFFICE OF SUPERVISOR,
Mayaguez, P. R., June 30, 1901.

HON. M. G. BRUMBAUGH,
Commissioner of Education, San Juan, P. R.

SIR: Following instructions received, I have the honor to submit the following annual report:

This district comprises the three municipalities of Mayaguez, Añasco, and Las Marias, covers an area of 150 square miles, and has 54 schools and 59 teachers, 7 of whom are Americans.

Distribution of teachers.

Municipality.	Graded.	Rural.	Total.
Mayaguez	21	19	40
Añasco	6	4	10
Las Marias	3	6	9

The increase of teachers this year is 10, and the total monthly salary of all teachers in this district paid by the department of education is \$2,300.

There are about 2,500 pupils attending school in this district, whose education costs the island about \$12 per capita.

Great advancement has been made during the past year—the number of schools has been increased, the daily attendance improved, schoolhouses are better equipped, teachers are more alive to their duties and responsibilities, and the public opposition to the modern system of education has been overcome.

At the close of June, 1899, there were only 300 old-fashioned books in use in the public schools of this district. There are now more than 10,000 up-to-date, first-class text-books in our schools.

The lack of proper food and suitable clothing is still a great hindrance to the regular and punctual attendance of the pupils. However, if the attendance clause (new school law) was rigidly enforced and the school tax promptly collected a noticeable improvement would be manifest.

TEACHERS.

Too great praise can not be given to the faithful and fairly successful work accomplished by most of the teachers. Considering the few advantages and opportunities for self-improvement at their disposal and the unfavorable conditions under which they have worked, the success achieved is satisfactory. Many older teachers have found the new methods very arduous and difficult to adopt, but on the whole they have advanced.

RURAL SCHOOLS.

Conditions are decidedly better in the rural schools, although they still lack furniture and other requisites; yet the attendance has notably improved, progress is good, and the teachers have worked well. The bad roads and the poverty-stricken aspect of the rural districts are too well known to need any mention here. These things naturally influence the attendance at our schools.

ENGLISH TEACHERS.

The ease with which the Porto Rican children acquire the English language is remarkable. They translate readily from English into Spanish and have a fairly large vocabulary of English words at their command. A set of readers adapted to life in Porto Rico, in Spanish and English on alternate pages, would prove of value to the English teachers. English should not be taught during the first school year, because the average Porto Rican child on entering school knows nothing, and its time might be more profitably devoted to the acquiring of more immediate necessary information.

SCHOOL BOARDS.

The powers of the school boards last year were very limited, and what good they wished to do they were unable to accomplish from lack of funds in the municipal treasuries. They have been unable to meet their obligations to the teachers, to all of whom they owe large sums for house rent. Under the new school law their powers will be enlarged and they can make amends for past delinquencies.

The present schoolhouses rented are totally unsuited for the purpose. The department of education is erecting first-class, commodious schools all over the island, and Mayaguez, Añasco, and Las Marias will have a share of them.

PUPILS.

Porto Rican children are generally very bright and intelligent and endowed with good memories. As a rule they are good imitators, poor observers, and weak reasoners. The behavior of pupils in school would be better if the home discipline were a little stricter. Town children are usually well dressed and well developed mentally and physically, but the contrary is the case in the rural districts. They make the most rapid progress in their studies between the ages of 8 and 13. A good circulating school library is of imperative necessity.

GENERAL TOPICS.

At the invitation of the commissioner of education, a conference was attended by the supervisors of the island in December, 1900, at San Juan, at which plans for the

organization of a reformed school system were freely discussed. This conference proved helpful to the supervisors in many ways, and the beneficial results have already become apparent in the improved condition of the teachers, local boards, and schools in general.

On March 12, 1901, an institute under the direction of the commissioner of education, aided by Drs. Corson, Houck, and Drees, was held in this city. The meetings were all well attended and great interest and enthusiasm were displayed. As a result of this generous help, new life was imparted to the teachers and a fervent desire created to improve themselves and their schools.

Three examinations for teachers have been held here during the past year. Many candidates presented themselves, although but few were successful. Quite a number of young people are preparing for the coming examination, and frequent requests are made of the supervisor for the loan of the necessary books.

The national holidays have all been duly and patriotically observed. Those of February 22 and March 14 will be long remembered by the inhabitants of Mayaguez.

The desire of the young men to go to the States is evidenced by the large number of applicants for the privilege offered by House bill No. 35. Those who have already been sent by the department of education are doing very well.

Municipal night schools and stenography classes have been conducted here throughout the year, with satisfactory results.

Many teachers and young people have signified their intention of attending the Summer Normal School at San Juan, and many more would do so if they could afford it.

Annual examinations were held at the close of the school year in all the schools, and the result was all that could be desired.

Respectfully submitted.

JOHN MELLOWES, *Supervisor.*

SCHOOL DISTRICT No. 13.

Dr. M. G. BRUMBAUGH,

Commissioner of Education, San Juan, P. R.

SIR: I have the honor to submit to you the following report on the public schools of the Camuy district for the year ending June 21, 1901.

Reporting upon the work done during the past year, the subject will be better understood if each of the leading features be considered under separate headings. One of the most important of these is

THE TEACHER.

Teachers generally throughout the district are desirous of learning new methods and improving their scholarship. This is forcibly demonstrated in the large number that will attend the summer normal school in San Juan. Not less than 20 have declared their intention of attending and many more would like to do so, but, having large families to support, it is not possible. Another most encouraging feature which I observed in making my monthly visits this year is that many teachers had an educational periodical on their desks and a number of others had some work on pedagogy at hand, all pointing in the direction of progress and reform.

One of the points of weakness in many of our schools is that the daily programme is not closely followed. Very few teachers have successfully mastered this important point in the management of their schools. There has been wonderful improvement made by some of the teachers in their work, while others still cling to the old methods, but we must go on and grind out the work with the machinery we have. The children must be educated, and the teaching force can not be reduced, unless it be absolutely necessary, until the normal school can give us sufficient recruits to fill the vacancies.

TEACHING OF ENGLISH.

The teaching of English in the town schools has in most cases given splendid results. The children are getting a fair start in the language and their work from now on will be much better and attended with more definite results. There are children in the fourth grade in this district who can read and translate almost perfectly all the lessons of the Standard Third Reader. This is a beginning and a very good one. The classes using the Standard First Reader during the past year made better progress and knew more English at the end of the year than those using the *Cartilla Ilustrada*. The teaching of English in our rural schools should not be

continued unless we have English teachers to take charge of the work. Time is wasted by the Porto Rican teacher with English which could be more profitably employed in teaching reading, writing, and arithmetic in Spanish.

TEACHERS OF RURAL SCHOOLS.

We naturally look forward to the time when our rural schools will be in charge of the young and active teachers. This point was grasped at the beginning of last year by some local boards, and wherever it was possible young men were engaged for the schools in the isolated districts.

There has been a marked improvement in many of our rural teachers, and now it is not infrequent to find a rural school as well taught and disciplined as those of the town. The rural teacher has many difficulties to contend with that are not found in the town school. The attendance is very irregular during several months of the year owing to the heavy rain storms, often making it impossible for the children to ford the streams and reach the school. Then the children are frequently crowded into the small room with insufficient furniture. Taking all these facts into consideration, the result in most of the rural schools has been all that could be expected.

LOCAL SCHOOL BOARDS.

Some of the local boards complied with their duty in almost every respect, while others did only what they were compelled to do. The boards had no money at their disposal last year and could not properly support the schools even where there was a sentiment to do so, but we can look forward to a complete change in this matter the coming year, when the board will have a certain amount of the municipal budget turned over to them with which to meet these necessary expenses.

In the employment of teachers the local boards are too apt to think only of the individual interest of the teacher and not of his fitness to serve the public that employs him. In consequence of this the selection of teachers is not always wisely made.

Frequent meetings of the supervisor with the local boards to discuss problems pertaining to the schools would be productive of good results. This idea was not carried out the past year as successfully as it should have been for two reasons: First, because of lack of time on my monthly visits; second, because of little interest on the part of the local boards.

SCHOOLHOUSES.

There are 44 buildings for school purposes in this district—10 in towns and 34 in the country. We have been successful in securing in the towns fairly substantial and commodious school buildings. Quite an improvement has been made over last year. A number of new buildings were rented, some of the old ones repaired, and improvements made in the sanitary conditions. Almost all the houses have at least a good roof, so that the children are protected from rain and storm. The sanitary condition of most of the buildings is still not of the best, but we can not hope for anything better just at present.

One new schoolhouse for the teaching of agriculture has been erected this year near the town of Quebradillas, and a good two-room brick building will soon be under construction in the town of Lares. Two years ago there was not a modern school desk in this district. Now we have 7 schools fairly well supplied with good desks furnished by the department of education, the municipalities paying only the cost of transportation from San Juan.

BOOKS AND SUPPLIES.

All school supplies necessary to successfully carry on the school work have been furnished by the department of education this year. This has worked a wonderful improvement in the results obtained in all parts of the district over those of last year. We were able to require more of the teacher than formerly, and consequently secured better results.

Washington's Birthday and Flag Day were very generally observed by the schools of this district. Considering the short time the teachers had to prepare for the exercises and the few books at their disposal, much credit is due them for their success.

We have not been able to accomplish all that we had hoped to this year, still great progress has been made. The coming year will no doubt be a very eventful one in the history of the education of Porto Rico, and we enter upon our duties with a firm purpose to make the schools of this district more important factors in the making of good and intelligent citizens.

Respectfully, yours,

E. W. HUTCHINSON,
Supervisor, Camuy, P. R.

SCHOOL DISTRICT No. 14.

In order to properly understand and appreciate the work done in this district during the past year, it is necessary to take into consideration the peculiar state of affairs existing in the island at the end of the school year 1899-1900.

The civil government had been established but two months. Changes in the system, in the law, in the head and personnel of the department were expected. All of the records of the department had been destroyed in the burning of the Model School in San Juan, in which building the offices of the department of education were located. A year of arduous and not altogether satisfactory work had just been concluded. The policy of the department, at times autocratic in the extreme, again deplorably weak and vacillating, was very unsatisfactory. Some of the old teachers, who had lost through the change of system, took advantage of the unsettled conditions to wage a bitter war, in public and in private, against the department. Most of the supervisors were discouraged, the greater part of the teachers rebellious and discontented, and the general public inclined to believe the new school system a fraud.

This describes briefly the condition of affairs in the educational department in August, 1900, when the new commissioner, Dr. M. G. Brumbaugh, arrived. A few weeks later, in an address delivered at a teachers' conference in Arecibo, the commissioner clearly outlined his future policy, and the teachers of the district, learning that, so long as they attended to their duties, they had nothing to fear from the new administration, and that, on the contrary, the sole aim of the department would be the betterment of the condition of both teacher and pupils, left the conference with a feeling of renewed hope and confidence, the effect of which was speedily felt among all classes.

Almost immediately followed the offer of a large increase in the number of schools in every municipality. The allotment of new schools being made according to population, this district, on account of its large size, received a heavy increase. The time for preparation was short. Houses were to be secured, furniture provided, and teachers selected. The district, owing to a large part of it being devoted to coffee growing, had suffered very severely in the storm of the previous year, and as far as ready money was concerned, the municipalities were practically bankrupt. But in spite of all these difficulties, Utuado, the largest municipality on the island, and with the highest percentage of illiteracy among its inhabitants, within one month opened 18 new schools, all equipped with new furniture and situated in fairly good houses. This year the offer of new schools has been eagerly accepted, and the 1st of October will see 90 schools open, against 25 in 1899-1900.

It should be taken into consideration in regard to Utuado that the school board there is a most active and efficient one. They are fully alive to the importance of the work and second in every way possible the efforts of the department. In this, it must be confessed, they are exceptional, as a good many of the local boards show an apathy and indifference toward public instruction which is extremely discouraging. However, through some changes recently made in the boards of Arecibo and Adjuntas, the other two municipalities in this district, there has been a considerable improvement in this respect, and I have reason to believe that during the coming year we can count on the active cooperation of the school boards of these two towns.

The large number of new schools to be opened in this district this year will necessitate the employment of many new teachers. It gives me great satisfaction to report that a very large number of young people in the district are studying for teachers. The advent of young blood in the teaching force will inevitably result in a general improvement of all, the effect being felt among the older teachers as well.

The work of the teachers during the past year has been much more satisfactory than during the previous one. They are becoming accustomed to the new system, they understand better what is required of them, and see the object of many regulations which at first seemed to them merely arbitrary rules. There is a better feeling of confidence based on the certainty that good work will not go unrewarded, nor poor work overlooked. The change to one-year certificates has been a good move, acting at once as an incentive and spur.

Nearly all the teachers still feel a strong interest in the study of English, although this branch is no longer given the exaggerated importance attached to it during our first year here. I have endeavored to impress upon all teachers of rural schools that one page of Spanish well taught is worth any quantity of mispronounced English. To say just how far it is advisable to include English in the course for rural schools is a very difficult matter. In some rural schools very good results have been obtained, but in the majority it has been a waste of time. In the town schools, however, it is altogether a different matter, and the progress made where the teaching of this branch has been in the hands of capable American teachers is as surprising as

it is satisfactory. Every effort should be made to secure teachers of English tolerably conversant with Spanish. No efficient work can be done in the upper grades without some knowledge of that language.

With the large number of new schools to be provided for this year, the problem of securing suitable buildings becomes more and more difficult. Nearly all the buildings now in use were originally intended for residences, and are very poorly adapted to school purposes. By the beginning of the new school year we will have in each of the three municipalities in this district a new school building, that in Arecibo being a fine brick structure of six rooms and provided throughout with modern furniture and apparatus. This work, at present done entirely by the Department, will probably be continued by the municipalities as soon as funds are available.

We need more than anything else at the present time schoolhouses and modern furniture. We are well provided with books and material, our teaching force is improving, and both parents and children manifest an increased interest in the work which is most gratifying. Even the most conservative admit that splendid progress is being made, and some of our bitterest opponents of last year are to-day our strongest supporters. We no longer have to look to the future for the justification of our present work; we already have a past to which we can point with pride. The foundation is laid, the work planned, and the principles established on which the great work of education in Porto Rico shall be carried to a successful issue.

Respectfully submitted.

R. ROLLA LUTZ, *Supervisor.*

ARECIBO, P. R., *July 15, 1901.*

SCHOOL DISTRICT No. 15.

MANATI, P. R., *July 19, 1901.*

Dr. M. G. BRUMBAUGH,
Commissioner of Education, San Juan, P. R.

DEAR SIR: It gives me great pleasure to hand you herewith my annual report.

This district is composed of 5 municipalities and has an area of some 250 square miles, distributed as follows: Manati, 75 square miles; Vega Baja, 45; Ciales, 65; Morovis, 40; Vega Alta, 25.

POPULATION.

Census of 1899.—Manati 23,346; Vega Baja, 10,305; Ciales, 18,115; Morovis, 11,309; Vega Alta, 6,107; total inhabitants, 69,182. Thirty-three and eight-tenths per cent of above are the persons between the ages of 5 and 17, inclusive, or about 23,383.

At Manati during the past year there have been 8 graded schools (2 in the barrio of Barceloneta), 9 rural schools, and 1 English teacher; total for Manati, 18.

At Vega Baja, 1 principal; 3 graded; 5 rural; 1 English teacher; total for Vega Baja, 10.

At Ciales, 1 principal; 3 graded; 4 rural; and 1 English teacher; total for Ciales, 9.

At Morovis, 2 graded, 5 rural; total for Morovis, 7.

At Vega Alta, 2 graded, 4 rural; total for Vega Alta, 6.

Total for district, 2 principal, 18 graded, 27 rural; 47 schools and 3 English teachers.

In addition to the above, 1 rural school in Vega Baja was unopened on account of lack of funds; at Ciales, 2 more rural schools were authorized, but no teachers could be found. Manati did not employ any principal, but had a graded teacher acting as principal. There were no English teachers in Morovis or Vega Alta.

From the above data, the following deductions can be made: We have had 1 school for every 5 square miles of land; 1 school for every 1,383 inhabitants of all ages; 1 school for every 467 persons of school age. Nevertheless, these people are scattered all over the barrios in such a way that a full attendance could not be had at any given place.

HEADQUARTERS AND OFFICE.

Headquarters and office are located at Manati, P. R., and to facilitate the transaction of school business, receiving and transmitting orders from the central office, this office is equipped with all modern improvements. When I took charge of this district, in the year 1899–1900, there were neither office nor furniture, stationery nor storeroom, and the district business was transacted in the street. As to the place where the interviews of the supervisor with parents, members of local boards, and teachers were held I have been unable to ascertain.

During this year, and from the salary of the supervisor, a fine building has been leased wherein to hold interviews, to keep archives, to store books and school supplies. To this office teachers, parents, scholars, members of the local boards, and citizens of all classes come, seeking official and professional information. Here are received all materials from San Juan, and with the utmost care and safety they are promptly distributed in all directions for use in our schools. They are sent to Ciales by cart, to Vega Baja and Barceloneta by train, and to all other points on horseback. This is the hardest duty of the supervisors, not only for the time it requires, but mainly because of the trouble in securing proper beasts, reliable peons, and favorable weather.

VISITATION OF SCHOOLS.

At least once in a month each school in this district has been personally visited by me, although, in a few cases, high rivers have delayed these visits. Many of the schools have been visited and inspected three or four times in a month, although this fact does not appear in official records. While visiting schools I do not like to hold teachers responsible for many things which, directly or indirectly, may affect their success and for which they are not responsible, although the blame may seem to be theirs. There are a thousand and one things, such as dullness of surroundings, bad location and condition of building, lack of interest on the part of parents or guardians, or lack of ambition on the part of the scholars, all giving the school the appearance of being improperly managed, and the consequences of which the poor teacher must face, while the fault really should be located elsewhere.

It is a pity that our regulations do not allow the supervisor time enough to make his calls as long as his judgment dictates. Then classes might be slowly examined while the teacher kept on with his work. Then we might teach before the teacher to let him compare the different methods. This is done to a certain extent at present, but the pressure of time makes it more mechanical than professional. We have not the time to give proper attention to so many schools, owing to the primitive and slow methods of transportation between them.

LOCAL SCHOOL BOARDS.

There are five local school boards in this district, composed of five members each. While these corporations are the legal representatives of the people of the municipalities which they represent, at the same time their ideas are, as a rule, different from the desires of the department and their actions are often influenced by political questions instead of the good of the educational movement in the island. Some of the members neglect their duties through lack of special knowledge, others from superabundance of their natural fatigue; but, while others have the required knowledge and energy, they are so in the hands of their respective political parties that it is impossible for them to do the work they otherwise could perform. Of course many of these boards are able, helpful bodies, but the majority of them need decided changes before they will accomplish all that is desired of them.

PRINCIPAL TEACHERS.

But two of these teachers have been employed in this district during the past year. Both are intelligent men, but they have been unable to teach in really advanced grades owing to the lack of children qualified to enter for the required studies. Their managing functions have left nothing to be wished for.

GRADED TEACHERS.

All but three or four of these teachers have made commendable progress. Almost all of them have discharged their duties in a satisfactory manner. The conditions under which this group of teachers has been working have been very difficult to overcome. The many obstacles to surmount in the teaching of the new national language, the difficulty in classifying the pupils according to the modern system, owing to difference in mental development, caused by irregular attendance; the lack of assistance from local boards—all have combined to make the work of this teacher harder than it otherwise would have been. In the face of all this, as soon as they accepted the new order of affairs and began to have confidence in the department, the confusion existing in the year 1899 faded away.

RURAL TEACHERS.

With few exceptions the rural teachers are good moral and mental educators. One of the greatest obstacles with which they have to contend is the lack of proper asso-

ciation. Their manner of living does not tend to induce them to elevate their ideas or endeavor to take advantage of what few opportunities may be presented to them. There is a general desire to learn English, but as a rule that is the extent of their ambition. Many would be desirous of improving themselves further if there was an opportunity for doing so, but are unable, for example, to attend the Summer Normal School at San Juan, owing to their financial condition. The native rural teacher, usually of the male sex, is generally married, and as he is dependent on his salary, and as a rule has a large family, the result is that his chances of advancing himself are few.

ENGLISH TEACHERS.

The benefit to the scholars, teachers, and general public rendered by this class of teachers is surpassingly great. Their work has been done cheerfully, earnestly, and well. Not only has it drawn the scholars and teacher nearer together in the school work, but it has so imbued the native teachers with the American ideas that they have accomplished more and far better work wherever they have been in contact with the American teachers.

At first the Porto Rican teachers thought that the American professors were coming to replace them, but it was soon seen that all were treated alike by the department, and no feeling now exists but true friendship and respect. Besides teaching the language they try to introduce the American forms and costumes, and they are of great assistance in bringing forth in the children and whole community the patriotic sentiment. The importance of these educators far exceeds our anticipation. Two places have remained vacant this year, in Morovis and Vega Alta. Their absence has been seriously felt in these towns. Boards, teachers, and parents have reiterated their petitions for them, and English teachers should be placed in these towns the coming year. It is not equitable that the children who live within the town should receive more advantages from our system than those who live in the rural districts. The three English teachers who worked in this district during the past year deserve the congratulations of the people, the confidence of the Government, and the everlasting gratitude of their pupils.

BOOKS AND SUPPLIES.

"Please do not give me any more books and supplies."

"Why so? What is the matter? Did you not complain for lack of them last year?"

"I have no room for them; they are too many."

The above is the conversation between many a teacher and myself when I have knocked at the door of their schools to deliver books or supplies. Never before has been seen in Porto Rico such a liberal distribution of school materials. Cases, trunks, and desk drawers have been full of all necessary and adequate stock. Owing to the initial promptness of the department in delivering and distributing these supplies, the most remote points in the district have been amply supplied throughout the entire year. Teachers and pupils have taken the greatest care of books and supplies delivered to them, and have used them to their greatest advantage.

TEXT-BOOKS.

The present text-books are the best that can be had for the purpose we aim at. This supervising office would willingly see the forwarding to its district of an elementary treatise on practical agriculture, and Spanish and English grammars. The text-books on these two languages do not embrace the necessary matter of theoretical knowledge. The use of primary lessons in physiology and hygiene would be profitable in the future.

EQUIPMENT OF SCHOOLHOUSES.

The lack of equipment of the schools in this district during the past year is to be deplored. In only two schools were there any American desks. In many of the schools mere planks nailed together were used as desks, and there were often not enough of these to go around for all the pupils present. In one school the same planks were used as seats and desks both. This condition of the schools is largely due to the pennilessness of the municipalities, but through the efforts of the department the schools will be much better equipped during the coming year. Some time ago the department promised to present to any municipality the number of desks equal to that number which the same municipality would purchase. Only one availed itself of this opportunity, and then did not even pay for the desks sup-

posed to have been purchased by the municipality. Later, desks were presented to one municipality by the board paying transportation on them.

SCHOOL BUILDINGS.

The buildings used for schools were intended for residences, ware or store houses, only two of them being municipal property. They are nearly all small and badly planned inside, with unsatisfactory sanitary conditions. Rents paid for buildings are small, and it often happens that teachers have to make up sufficient money personally to pay rent on their school building and thus prevent the closing of the school.

A brick schoolhouse is being erected in Manati by the department of education the site having been furnished by the municipality. A rural school building was promised under the same conditions, but, although the site was selected and approved by the department, the deed was not made out and work has not been commenced as yet.

The buildings rented are generally in an inconvenient situation. In addition to this, the surroundings are not always all that could be desired in the way of beauty, or, in many cases, even of neatness.

MENTAL CONDITION OF PUPILS.

The children all show a willingness to learn that is encouraging. The development of memory is wonderful; of judgment, good, but reasoning power deficient. The progress made during the past year is as good as could be expected. Children who had never been at school, and who came in at the beginning of the year, know the four fundamental rules, practicing them not only with whole numbers, but with fractions, both common and decimal. They have learned how to read and write fairly well. Some readily understand the Third Reader of the Standard Series; others, all of Wentworth's Elementary Arithmetic and part of the *Aritmética Práctica*, by the same author. In almost every school the most important events of the history of the United States are well known, and in many cases the elementary history as well. Due attention has been paid to geography, including the drawing of maps, etc. In writing, the abrupt change from the old method to the vertical system has brought with it some retrograde movement.

PHYSICAL CONDITION OF PUPILS.

The physical condition of the children is very much inferior to that of the children from the States. The causes of this difference are climate, bad physical education, quality of food used, and environment.

ORDER AND DISCIPLINE.

The discipline among the scholars is generally good. Town children learn more rapidly than those of the country, but the former need to be watched more closely than the latter. In the country we have true discipline; that is, the child respects its teacher, not because of the prize or punishment, but because he fears to offend his master. On the contrary, the town pupil obeys orders through fear of punishment or to win a prize.

FACTORS IN FAVOR OF AND AGAINST PRESENT DEVELOPMENT.

Nothing opposes the progress of education in Porto Rico so much as the countryman, living his life in retirement, caring neither for his own mental improvement nor for that of his children. As a matter of course, the child lives in this section with no assistance from his family, with no healthy amusement for his mind except those few hours he spends at school; but as this is so irregular it is not long before he turns into a dull and sluggish drone; his lack of companionship of a proper mental capacity, for often it happens that, although he does not know how to sign his name, he is the most learned member of the family.

Again it often occurs that these children are wanted to stay at home to drive the yoke of oxen while some older person holds the plow. All young hands rise in price when a neighbor is about sowing and planting, saying nothing as to the crop season, for then women and children are especially solicited by coffee growers, and boys seek and find employment in the sugar-cane fields and manufacturing plants. Both harvests come in the school year. Hence children are often compelled to

exert themselves beyond their natural capacity, and we know that this is contrary to physical education.

The teaching of reading commencing with the word, the teaching of practical arithmetic, the recitations of children, using their own words, etc., have given good results.

The Porto Rican teacher is now becoming convinced of the necessity, convenience, and usefulness of the new method. We hear no more of the childish cry against all new proceedings, suggested only by the systematic opposition of certain entities, which caused so much damage to the body of teachers and to the communities at large, while we were trying to introduce the new system. This body of teachers, convinced now by force of their reason and their actual experience of the intellectual, moral, and material benefits realized, have opened their hearts and stretched out their arms to fully embrace the free blessings which could only be obtained in the shade cast by the prettiest and grandest of all the emblems in the world.

One of the most important factors in the development of the educational work in Porto Rico is the personal knowledge which the department has of the work through correspondence with the supervisors. On account of this the teachers have been more interested, active, and energetic. Whenever, for instance, a sample of the pupils' work was brought by the supervisor, a great pride was taken by both teachers and pupils in having it well prepared, and for months afterwards they were interested along this line. Another important factor is the assistance that has been given to the Porto Rican youth to obtain an education in the United States. This caused a great deal of enthusiasm and shown the people that the department is really interested in their welfare.

The plan that the department would consider the success of the teachers in their everyday work in the schoolroom is very important, and that they would be exempt from examination if they were successful, has caused more careful and painstaking work on the part of the teachers.

The assemblage of the English supervisors and conferences held in San Juan during Christmas recess was another wise step.

SCHOOL HOLIDAYS.

On three different occasions this district has given proof of the high degree that patriotism has attained in its schools—on Washington's Birthday, on Decoration Day, and on the birthday of the flag. The school buildings were decorated and ornamented for these occasions with suitable decorations and tasteful designs, and a very large assembly of citizens and students attended. The exercises were rendered very interesting by vocal and instrumental music, intermingled with addresses delivered by the young orators, and occasional recitations, which made many in the audience shed tears of patriotism. The teachers, rivaling each other in their speeches, full of correct phrases, and impressing the audience with flashes from their overflowing hearts, filled with that great love of country, showed by their earnest faces and sparkling eyes how true and sincere they were in worshipping the causes of the occasions.

NORMAL SCHOOL.

Since the initiation of this enterprise by the department the interest shown by the teachers and public has been very marked. This idea was welcomed by all as a jubilee, and a great many are making preparations to avail themselves of this grand opportunity to better prepare themselves for the work in which this district as a whole is so much interested.

Respectfully submitted.

JOSÉ L. FAJARDO, *Supervisor.*

SCHOOL DISTRICT No. 16.

BAYAMON, P. R., *July 13, 1901.*

HON. M. G. BRUMBAUGH,

Commissioner of Education, San Juan, P. R.

SIR: Having relieved Mr. E. B. Bridgewater, of the district of Bayamon, on September 29, 1900, I at once proceeded to make a trip around the district to find out where and in what condition the schools were.

The district is composed of seven municipalities; Bayamon, Toa Alta, Toa Baja, Corozal, Naranjito, Comerio, and Dorado. Toa Baja and Dorado are on the French railroad; the remaining 5 are in the interior of the island.

I first proceeded to Toa Alta and found the schools in very fair condition. There were 2 graded schools in the town at the time, the primary school not having been opened until November 12, 1900. From the town I went to visit the 2 rural schools, Piñas and Quebrada Cruz. Piñas had a very large attendance. Inadequate and unsuitable furniture, however, was a serious drawback, against which the teacher had to contend. Quebrada Cruz did not have as large an attendance, there being only 23 pupils in all.

From Toa Alta I went to Corozal. Here there were the same conditions as in Toa Alta. There were 2 graded schools in the town, and 3 rural schools; 1 in each of the barrios, Padillas, Cuchillas, and Dos Bocas. In November the primary school was opened and one more rural school in the barrio of Palmarejo.

From Corozal I proceeded to Naranjito, where the schools were found to be in good condition. The two graded schools were very well equipped with native benches and desks, and the floors and walls were clean and neat. Rural schools of Naranjito, situated in the barrios of Lomas, Cedro Abajo, Anones, and Guadiana, were also in good condition.

From here I went to Comerio, where I found the schools on the same scale as in Naranjito. The graded schools were well provided with the native benches and desks, and the attendance was very large. There was also a schoolroom already prepared for the primary school, which was opened in the latter part of November. The rural schools of this municipality were in excellent condition. The rooms were all large and well lighted. At Riohondo the room was clean and neat, and the school record showed an attendance of 55, with an application list of 52 more. Piñas also had a large attendance. Vega is without doubt the best school in the district. While not so well furnished as the others, still in cleanliness, neatness, and general attendance it has stood at the head of all. Mr. José Mte. Santiago, although only a rural teacher, has advanced his pupils further than any graded school in the district. Naranjo, although in a nice situation, had a very poor enrollment, and after the first term was closed and the school removed to Riohondo, where it was greatly needed. Doña Elena, the last of the Comerio schools, was also in good condition and had a very large attendance.

From Comerio I returned to Bayamon. Here the schools of the city (graded schools) were well equipped and teachers doing fairly well. Bayamon had at that time 1 principal, 3 graded, 2 primary, and 15 rural schools. Three of these rural schools were paid for by the municipality, but at the beginning of the second term they were turned over to the department of education. At this same time the 2 rural schools of Cataño were changed into graded schools, and later the municipality was granted 10 new rural schools, 6 of which were opened. In connection with the boys' graded school of Cataño was a small manual training school. Mr. A. Miro Mestre, professor of the school, supplied all tools, wood, etc., from his own private funds, and the boys of his class have turned out some very pretty work. Most of the rural schools of this municipality were very poorly furnished at the beginning of the school year, and in one school some of the children were seated upon the floor. This order of things did not last long, however, and within a few days benches enough had been supplied to enable all children to obtain seats.

Toa Baja and Donado were next visited. The former had 2 graded schools in the town which were in very fair condition, and 3 rural schools; 1 situated in the barrio of Candelaria, the other 2 in the barrio or town of Palo Seco. Candelaria school was well equipped, although the schoolhouse was very small. Palo Seco schools were in poor condition. Very few benches were to be seen, and there was nothing worth speaking of in the line of books and materials for school work. Although books and supplies were sent to this school, still there has not been the same progress made here that other schools in near-by barrios have made.

Dorado, which is just across the Rio de la Plata from Toa Baja, had 2 graded schools and 1 primary in the town, and 2 rural schools in the barrio of Maguayo. All of these schools were poorly equipped, the 2 graded schools having only a few school desks, where, by seating the children 3 at a desk, all could be accommodated. The primary school had nothing worth mentioning in it. The attendance in these schools was very poor, and after a few months the primary was closed and Miss Siceloff was transferred to the Bayamon school, a vacancy having been caused by Mrs. Bridgewater leaving for the States. The schools of Maguayo were well attended, although the equipment was very poor. A slight improvement has been made in these schools by the addition of 4 benches.

ods:

At the beginning of the second term Toa Alta had a large fire in the town, in which the building used for a school was destroyed. Governor Allen, when notified of this fact, ordered the insular police to other quarters and placed the building occupied by them at the disposal of the school board. The schools were at once moved into this building, which is large enough to supply rooms for four schools.

There has been a great improvement made in the schools this year. Teachers have improved, children seem to take more interest in the work of the school, and the attendance has been as large as could be expected.

Local boards have not been of much assistance in the past year, although they could be of great help to the supervisor. One member of the board should visit the schools of his municipality at least once in two months, and all members should report to the supervisor when a teacher is absent from his school or taken sick, if it should become known to them. This would not only help the supervisor, but would cause better attendance on the part of the teacher. Members of the local boards should also see that the children of the towns and barrios are enrolled in the schools. Quite a number of children did not attend schools last year simply because no one took enough interest in them to cause them to go.

The teachers as a whole have been fairly satisfactory. Some have taken a great interest in the school work and are trying to master the English language. Among the rural teachers the work is much better done than by many of the graded teachers. The only apparent reason for this is that those of the rural districts have less to attract their attention from their duties than the graded teachers living in and near the capital. In many cases I have found the children of rural schools much further advanced than those of the town schools.

The English teachers have made very good progress in the schools considering that many of them did not know one word of Spanish when they came to the island. Much better progress has been made where the entire time was devoted to English as a language and not where the morning was taken up by a primary class and the afternoon only given to English classes.

To get the proper buildings for school purposes has been a drawback to the schools of Porto Rico. Most of the buildings now used were at one time private residences, and the rooms are very small, the average size being about 12 by 14. To enable us to obtain a good-sized schoolroom it was often necessary to remove the partitions between rooms, and even then many of them were too small for a class of 50, besides making some of the buildings almost unsafe for occupancy.

In the rural districts, as a rule, houses are composed of one large room; but even these are small when you put a class of 50 children in one of them. These houses are rough, but strongly made, and afford adequate protection against wind and rain. The hygienic conditions are far superior to those of the town schools. It is very hard to equip these schools as they should be, and, at the best, rough benches are about all that can be put into them. Even these benches have to be made in the schoolroom, as the condition of the country (lack of roads) will not allow the transportation of desks to these places. Sanitary conditions in the city schools are very poor.

The pupil of Porto Rico had never known before what discipline meant. He who studied the loudest and made the most noise was the best boy in school. That condition existed when I took charge of the district, but in almost every school this has ceased. The pupil is, as a rule, bright, intelligent, and tractable. He is not as strong as he should be, but, on the other hand, some of these boys walk from 2 to 4 miles every day before reaching the schoolhouse. I should say that physically he is equal to the average American boy between the ages of 6 and 15.

A great drawback in the schools this year was the lack of supplies during the first term of school. Many teachers became discouraged and lost interest in the school work. After supplies had been placed in the schools a great change took place. Teachers were brighter, children took more interest in the school, and the work went along smoothly.

Respectfully submitted.

J. W. ZIMMERMAN, *Supervisor.*

DUTIES OF THE SCHOOL SUPERVISORS.

I. The school supervisors are, in their districts, the acting agents or representatives of the commissioner of education.

II. The school supervisors shall endeavor to carry out at once orders received from the commissioner of education.

III. The school supervisors shall keep an exact account of all school supplies received by them, and will take special care to see that every school is well supplied.

IV. The school supervisors shall also keep a record book, in which they shall enter all the names and addresses of their teachers, keeping an exact account of the work of each of them.

V. In visiting schools the school supervisor shall bear in mind that it is not his place to correct children, and especially should never put hands on any of the scholars by way of punishment.

VI. When a child or a pupil becomes very unruly, the principal or the supervisor can suspend the child for bad conduct. Suspension will be done as follows: First offense, not over two weeks' suspension; second offense, not over one month; third offense, expulsion.

VII. Monthly reports of all kinds must, if possible, be in this office by the end of the following month.

VIII. School supervisors must see that the figures in reports of teachers are correct.

IX. Supervisors shall send to the statistical clerk, at the end of each month, a statement of changes in their districts in teachers, school buildings, and all other statistical information required.

X. The school supervisors shall ask for the aid of the field supervisor whenever a difficulty of sufficient gravity arises or when a question of general policy is involved.

XI. The following rules must be observed for the better guidance of the supervisors:
First. A teacher may be temporarily suspended, subject to the investigation and approval of the commissioner, according to section 14 of the school law, in the following cases: For cruelty, immorality, neglect of duty, and incompetency.

Second. General grading of schools shall be made only at the beginning of each term.

Third. A substitute teacher, holding certificate, can be appointed temporarily by the supervisor with the approval of the commissioner of education.

Fourth. The supervisor shall preside over all meetings, conferences, etc., of his district, and shall always keep the department well informed of all his acts and proposed plans, so the department can advise and direct in due time.

Fifth. The absence of teachers must be reported by the supervisor, who shall also advise whether salary should be deducted or not.

Sixth. New schools will not be opened without the consent of the commissioner of education.

Seventh. The supervisors shall have power to close any school on account of unsanitary conditions or prevalence of contagious diseases, but shall immediately advise the department by wire or mail.

Eighth. Supervisors shall report to the commissioner of education concerning the moral fitness of candidates for teachers' certificates.

Ninth. The supervisors shall make note in their reports or other written communication of any complaints in their districts, so that the field supervisor may take proper action in the case.

DUTIES OF THE PRINCIPALS.

1. The principals of schools shall keep registers in which they shall record the names, ages, and attendance of pupils, as well as the names, residences, and occupations of parents or guardians of the children. The register shall be open to the inspection of the commissioner of education or any of his authorized agents.

2. Principals shall also keep a register in which all teachers shall sign their names each day upon arrival at school, stating the exact time of arrival.

3. Principals are directly responsible to the commissioner of education, or his authorized agents, for their schools in organization, discipline, methods, and distribution of time, and to their local board for the care of the buildings and public property.

4. Principals of schools are responsible for books and all school materials delivered to them for their schools by the supervisor, and must account for same at the end of the school year, or sooner if required.

5. Principals shall see that all buildings used by schools are kept clean and in good order.

6. Principals have the direct management of the classification and grading of their schools, which shall be done only at the beginning of each term and with the approval of the supervisor.

7. Principals shall hold teachers' meetings as frequently as possible, in order to instruct their teachers in regard to methods and course of studies and to consider the best means to improve the school.

8. Each principal shall have a separate book in which he shall record all instructions of the supervisor, and shall send the book to each teacher, that he may be informed of said instruction. Teachers shall sign their names in said book, in order to show that they have read the instructions.

9. The principals shall see that the schools are opened punctually at the time fixed, and also that all teachers devote themselves during school hours exclusively to the instruction of their pupils, maintain good order, deport themselves properly, and strictly adhere to the course of study prescribed by the commissioner of education.

10. Principals shall not allow any person to visit the school for the purpose of advertising any private business, books, publications, concert, exhibition, or anything else without a written permit from the commissioner of education.

11. Principals shall, immediately upon the close of every month, carefully fill up blank reports furnished them by the supervisor and see that all teachers have them ready for the supervisors.

12. Principals are responsible for the due execution of all the rules and regulations pertaining to their respective schools.

13. The principal shall administer all discipline in all schools under his control, avoiding all cruelty, and he and all teachers must bear in mind section 25 of the school laws.

14. The principal shall report the work, conduct, etc., of all teachers under his care when so requested by the board or the supervisor.

15. The principal, being appointed by the local board, must make report to them of the progress of the schools, the condition of all public property, and the necessary equipment needed for the proper management of the school.

16. The principal will at all times perform such additional duties as the commissioner of education or his authorized agents may require.

DUTIES OF TEACHERS.

1. Teachers are required to be at their respective schools at least twenty minutes before the time fixed for the opening of the school, and shall then admit to the rooms pupils desiring to enter.

2. Teachers shall respect the authority of the principal.

3. Any teacher who may be compelled on account of sickness or other causes to be absent from school shall give immediate notice of such absence to the principal of his school or to the supervisor of his district, but no teacher shall in any case undertake to indicate or supply a substitute.

4. Teachers are required to study and ascertain as far as practicable the disposition of pupils in their respective divisions, and by kindness and persuasion secure their affection and good will as a means of government, and at all times to exhibit to their pupils an example of dignity, courtesy, and good temper.

5. Teachers are required to exercise a general inspection over the conduct of their scholars, not only while in the school, but also during intermissions and while coming to and returning from school.

6. Teachers are not allowed to close their schools for any period of time, legal holidays excepted, unless by authority of the commissioner of education.

7. Teachers are responsible to the school board for the care of all public property and for the proper performance of duties required by law.

8. Teachers, immediately upon the close of every school month, shall make up their monthly reports and hand them to the supervisor.

9. Teachers will at all times follow the directions and requirements of the commissioner of education or his authorized agents.

LETTERS TO SUPERVISORS.

SAN JUAN, P. R., *August 24, 1900.*

To the Supervisors.

GENTLEMEN: We need to know at once how many English teachers from the United States will be needed in your district the coming school year. How many of this number do you know to be employed in your district? How many new American teachers can safely be provided for in your district? Please give me immediate and full data.

Respectfully, yours,

M. G. BRUMBAUGH.

SAN JUAN, P. R., August 25, 1900.

To the Supervisors.

GENTLEMEN: Some months ago Dr. Groff asked the English supervisors to furnish him with an estimate of the number of text-books which would be required in their various districts for the coming year. These reports were destroyed by fire, and it is necessary to ask supervisors to furnish me with a new estimate of their requirements. It is not necessary to state what author's book is required, but simply to make up an estimate of the numbers and kinds which are desired. For instance, so many first readers, so many second readers, so many primary arithmetics, etc.

Also let us have an estimate of the quantities of school supplies which will be necessary, basing your estimate of the kinds on the list which was sent out last year.

It is earnestly requested that you give this matter your immediate attention, and let me have your views on the subject at as early a date as possible. It is likely that a great many books will have to be ordered from the United States, and it is desirable that the orders should be forwarded at once.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., September 6, 1900.

To the Supervisors.

GENTLEMEN: I have gone carefully over your statements concerning the number of new American teachers that may be needed in your district, also your statement of supplies needed for next year, and request for additional schools in at least some of your territory. I wish to thank you for these replies and to assure you that these three matters will be given early attention in this department. I wish also to say to you that I want every school opened on the 1st day of October, if possible, and no teacher who has made a contract with any board in your district to open a school on the 1st of October will have any legal rights under such contract unless that teacher is there ready to fulfill the contract on the 1st of October. I make this statement now because I find that a great many American teachers remained here, I think unwisely, and taught through the summer months, and now, at the very close of the vacation, wish to run up to New York and the States. They will not be able to get back here before the 1st of October, and I do not propose to have the work of this department crippled through this means, and you will do a kindness, not only to me, but more especially to any American teacher whom you may know to fall within this category, if you will inform them of this fact.

I have not secured from all the municipalities a definite statement of the condition of rent on schoolhouses, but I propose to make a new apportionment of the number of schools for each municipality, and if possible announce it this week or early next week. I propose also to say that unless a municipality opens as many schools as it is legitimately entitled to, I will transfer the money from that municipality to some other municipality that will open schools for the nine months beginning October 1. I mean absolutely to close the schools at the end of the nine months over the entire island. If you know any reason why these steps are not wise, please let me know immediately.

Yours, truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, September 6, 1900.

To the Supervisors.

GENTLEMEN: In your requisition for copy books for next year you have not stated whether you desire the copy to be in English or in Spanish, and I would like you to give me your candid opinion as to the above matter. Should the copy be in Spanish wholly or in English wholly, or in both Spanish and English; that is, Spanish on one page and the same copy in English on the opposite page of the book?

Please give me an immediate answer.

Very respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, September 7, 1900.

To the Supervisors.

GENTLEMEN: In a few days the treasurer of Porto Rico will distribute to the various municipalities of the island the sum of \$30,000, which money will be the property of the municipalities of Porto Rico. I do not know the exact condition of the rent problem in your district, but I write you, as a suggestion, is not this a first-class time to stir up your municipality to take part of this money and pay off all rent of last year and start on a new basis October 1? I hope that you will be able through this information to get some assurance that this will be done before other causes absorb the money.

Yours, very truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., September 15, 1900.

To the Supervisors.

GENTLEMEN: I have on the way here from the United States a group of twenty or thirty teachers, most of whom have never been on the island before. These teachers are graduates of first-class normal schools or colleges; they have all had experience in teaching in the United States, and the most of them speak some Spanish, just how much I am unable to determine. These teachers must have the first vacancies in the various districts, since they come here under contract with the present administration. It is expressly understood that the teachers who have been here before and who have made no application to this department for places will not be given schools until the ones above named are provided for. This seems to me to be eminently just, since those who have been here ought to have made such a record as to have secured for them contracts for the year to come before they left. You will, therefore, please make a note of this fact and arrange for the appointment of the English teachers who are coming at the direction of this department; after which we will do the best we can to place others who are worthy and competent. In all cases see to it that no teacher enters your district who does not have a valid certificate. I will not issue to American teachers certificates to teach on the island unless they have diplomas from accredited schools, or unless they pass here a rigid examination for the work. It would be of service to this department to know as nearly as possible the exact number of schools and the places where these English teachers may be placed. This in addition to the general request made of you some time ago. I may add that in the additional schools which I propose opening I will make arrangements for at least some of the English teachers, full details of which will be forwarded to you at the earliest moment possible.

Yours, truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., September 19, 1900.

To the Supervisors.

GENTLEMEN: The certificates mailed out to you for the teachers who took the last examinations are in new form and are made for one year only. You will please state expressly, in handing these to the teachers, that the certificate is as good as any certificate on the island, and that school boards must so regard them; and that these teachers who hold this one year's certificate have every right and equal standing with every other teacher in the matter of application for places, and this limitation of the certificate to one year has been made by this department after mature thought and as the beginning of a process by which we hope to put the teaching of this island on an entirely new and what we believe to be a successful basis. It will not be any use for the teachers to petition this department for new certificates.

Very respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., September 19, 1900.

To the Supervisors.

GENTLEMEN: Hereafter when any letter that affects your relations in your district is sent from this office to any teacher, patron, or school board, a copy of that letter will be sent to you in order that you may know what matter from this point enters

your district. This is done to strengthen your hands in the administration of your public duties. I wish, also, to say that on and after October 1 you will be allowed, in addition to your \$75 per month, \$12 a month for the nine months that your school term continues and \$4 per month for the three months' vacation, as an aid in defraying your expenses. You will need to submit to this office, at the end of each calendar month, properly signed receipts or vouchers for the expending of this sum, and the check in payment for same will be forwarded to you. This is practically an increase in your annual salary of \$120, which I am very glad to give to you, and hope it will make it easier for you to effectively discharge your duties.

Yours, very truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., September 21, 1900.

To the Supervisors.

GENTLEMEN: To-day I transmit to you carbon copies of the letters sent to the different school boards in your district, in which copies you will see the number of schools of the different kinds assigned by this department to each of these municipalities.

You will now take up, in harmony with the spirit of these notes, the question of opening the schools as rapidly as you possibly can, and telegraph here for additional direction in case you meet with any serious complications in carrying out your part of this work, and we look to you for its successful execution. Please see to it that in opening a new rural school the largest barrio in population, as a rule, is given first chance, and if it refuses to provide the school, then to the next largest, and so on, subject, of course, to local conditions and your own judgment.

In the supplies about to be sent you, please note that no more Appleton readers and no more Riverside primers will be sent you. The copies you now have should be put in the rural schools as far as possible, and the Standard readers, which form a graded series, should be placed in the graded schools, that the reading throughout may be connected and graded.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., September 26, 1900.

To the Supervisors.

GENTLEMEN: The American teachers who come here from the States and present diplomas, or certificates of high grade, will receive licenses from this department to teach. Such teachers should, in each case, be placed in charge of the elementary or kindergarten grade in the city or town in which they are located. They should teach these small children in the morning, and after this school is dismissed they should spend the remainder of the school day in the other grades teaching English. The exact hours of this primary or kindergarten grade I am not now able to specify, but will try soon to do so. Your own judgment in the meantime will be the proper guide as to that, but see to it that these teachers in each case honestly attend to the teaching of English during the hours assigned for that work in the other grades, and report to me in case they fail to attend to that duty.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., October 2, 1900.

To the Supervisors.

GENTLEMEN: Please note the three following points:

First. Do not overpersuade boards to open more schools than they wish to open at the present time. This may cause more trouble than profit. Let them have their way as to the number they wish to provide for until November 1, and then we will bring the pressure to bear to obtain the results we want.

Second. In distributing the English readers to the schools, owing to the change in text, put the old books as much as possible into the rural schools at the present time, and do not put more than one kind in any school, in order to avoid confusion; and supply the graded schools with the new readers and also such rural schools as can not be supplied from the old texts. Later these old books can be brought into the graded schools as supplementary reading, and the new series sent to the rural schools to replace them.

Third. Will you please ask each of your local boards to report to you, and before the 1st of November you report to me, whether or not it is, in their judgment, wise to have in the rural schools, especially in the mountain districts, two sessions a day, one in the morning for girls and one in the afternoon for boys? Kindly add also your own opinion as to this matter. No action of any sort will be taken until you are heard from.

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *October 3, 1900.*

To the Supervisors.

GENTLEMEN: In writing to this department will you please discuss each matter of importance on a separate sheet?

The various topics can then be referred at once to the proper assistant; you will get an earlier reply, and our file will be vastly more intelligible.

Very truly, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *October 4, 1900.*

To the Supervisors.

GENTLEMEN: We have sent you a lot of books and supplies. Put them speedily where most needed. We mail you now requisition blanks. We will have more books and supplies about October 15, and you will please make out before that time a careful requisition for exactly what more you need to run your schools.

We want every pupil and school to have a good equipment of books and supplies. We could not send at present all you asked for, because we ordered before we planned so many new schools.

Yours, truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *October 10, 1900.*

To the Supervisors.

GENTLEMEN: Three things.

First. Will you report here before the end of this month the exact day when each teacher in your district began work, in order that the salary may be regulated accordingly and checks sent promptly to the teachers for the amounts due them? If possible, send us this information before the 20th, and as much earlier as you conveniently can.

Second. We find frequently that a teacher after making a contract with one board goes to another district and makes another contract with another board, and the two contracts come to this office. We expect boards of education to keep the contracts on their part sacredly, and we must therefore insist upon teachers doing the same, and you will kindly inform the teachers of your district, in whatever way you think best to do so, that a teacher who makes a contract must abide by it unless he obtains the permission of this department and the approval of the English supervisor to a change of place. Otherwise we shall have hopeless confusion in the teaching force of the island.

Third. See to it that all American teachers sign contracts promptly upon their arrival and forward a copy of the same to this office, and no American or any other teacher shall be allowed to teach a single day unless said teacher has a legal certificate.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *November 17, 1900.*

To the Supervisors:

Before I left for the States a number of new schools were allotted to your district. Will you kindly tell me at once the exact number of each kind of school under this new allotment that was not opened in your entire district? Also inform me at once

the number of each kind of additional schools you could now open in your district. An immediate reply will enable me to give you specific authority to open additional schools instead of those which were not opened on the 1st of November, according to the notice to the English supervisors and the local boards.

Your immediate attention to this matter will hasten the opening of these schools.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., November 21, 1900.

To the Supervisors.

GENTLEMEN: Election day, November 6, 1900, was not a legal holiday and no authority was given any school to close at that time. You will please report to this department before the end of the month the list of schools that were closed in your district. You will also give due notice at once to all the teachers in your district, and such other people as may be interested in knowing the fact, that Thursday, November 29, Thanksgiving Day, is by the law a legal holiday, and all schools must be closed on that day, and the salaries of the teachers will be paid.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., November 21, 1900.

To the Supervisors.

GENTLEMEN: Early in October I issued to you a circular letter in relation to teachers who sign one contract and then go into another district and sign an additional contract.

I find on my return that a number of these cases have occurred, and I wish to urge upon you again the importance of complying with my former request and urge teachers to abide by their first contract unless a change is recommended by you and by this department. I shall have more to communicate to you on this point.

I wish also to ask you to urge on all teachers the importance of keeping their attendance up to the highest limit. Teachers can do much in this matter if they will see the parents and speak to the children themselves upon the importance of being in school every day. Will you please make this a matter of special emphasis in your work with the teachers, as I am anxious not only for a large enrollment in every school, but for a high percentage of attendance?

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

NOVEMBER 22, 1900.

To the Supervisors.

GENTLEMEN: It is my desire to have a conference with all the supervisors on the island in my office here for two days during Christmas recess, in order that we may get acquainted with each other and with the purposes which we ought to have in common relating to the schools of Porto Rico. Will you please inform me at once whether this time will suit you for the conference, and also what subjects you desire to have considered at such a conference, that the programme may be prepared and sent you in advance? It is understood that your traveling expenses will be paid by this department.

I wish to say that in one or two cases my attention has been called to the fact that the teachers smoke in the schools. You are hereby notified that no teacher and no pupil will be allowed to smoke during school hours, and any violation of this order should be reported at once to this department, in order that summary action may be taken. Notify all teachers interested.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

DECEMBER 1, 1900.

To the Supervisors.

GENTLEMEN: I have sent you bundles of reports for the schools of Porto Rico, which you will please distribute at once to the teachers in your district, and write us for additional copies as soon as you see that you will need them. You will, of

course, see to it that all November reports are made on these new blanks, and where no report was made for October, please see to it also that the teachers make out a report for the month of October as well. We must have here a report for every month that the school is regularly open.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

DECEMBER 3, 1900.

To the Supervisors.

GENTLEMEN: My attention has been called to the fact that the antiseptic slates sent out to the schools were not satisfactory. I suspect that this is due in large measure to the fact that water is applied to these slates. They are regarded by all competent authorities as the best slates from a hygienic point of view, and are considered thoroughly desirable provided they are used as antiseptic slates, which means that no water or other moisture should ever be applied to their surface. They are to be erased exactly as a blackboard is. Please inform your teachers of this fact and report to this office should they not prove satisfactory under proper usage.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

DECEMBER 7, 1900.

To the Supervisors.

SIRS: You are hereby notified that a conference of the English supervisors will be held in my offices in San Juan Thursday and Friday, December 27-28, 1900, to consider the following topics and such other matters as may be deemed essential to the development of the schools of Porto Rico.

You will have your traveling expenses paid by this department upon presentation of bill and duplicate receipts for same. No supervisor will absent himself except for good and sufficient reasons.

PROGRAMME.

1. *The teacher.*—(a) Qualifications; (b) Appointment; (c) Duties; (d) American teachers; (e) Relations to supervisors, to local board, and to community. Report to be submitted by Supervisors Miller, Ankrom, Huff.

2. *The local board.*—(a) Its functions; (b) Its limitations; (c) Its value; (d) Its present status. Report to be submitted by Supervisors Reiser, Fajardo, Zimmerman.

3. *The English supervisor.*—(a) His powers; (b) His relation to teachers; (c) His relation to commissioner; (d) His usefulness. Report to be submitted by Supervisors O'Neil, Hill, Foote.

4. *Rural schools.*—(a) Course of study; (b) Location; (c) Attendance; (d) Supervision; (e) Community interest. Report to be submitted by Supervisors Lutz, Moore, Eckman.

5. *Graded schools.*—(a) Course of study; (b) Function of principal; (c) Function of English teacher; (d) Attendance; (e) Community interest. Report to be submitted by Supervisors Mellows, Armstrong, Hutchinson.

6. *School laws.*—(a) Weaknesses of present laws; (b) Suggested changes. Report to be submitted by Supervisors Foote, Robbins, O'Neil.

7. *The normal school.*—(a) Its functions; (b) Its relation to school system; (c) Its needs; (d) Its claim upon English supervisors; (e) Its course of study and equipment. Report to be submitted by Dr. Riopel.

8. *Miscellaneous problems.*—(a) Salaries; (b) Sanitary measures; (c) Physical equipment of schools; (d) Other subjects. Report to be submitted by Supervisors Huff, Lutz, Miller.

I would urge the first-named supervisors in each case to communicate at once with his associates and prepare a careful, concise report in advance of the sessions. I also invite criticism and review of my recent report on the schools of Porto Rico.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

DECEMBER 12, 1900.

To the Supervisors.

GENTLEMEN: I have arranged for a sample monthly report to be printed in the Spanish language, to be distributed to all the teachers on the island as a model to

guide them in making out the reports for this office. These will be mailed to you as soon as printed. In the meantime, and at once, you will see to it that the reports for the months of October and November are hurried in to this office. I will have a statistical clerk at work on these reports next week and ought to have every one here. You may say to teachers that where no report has been received at this office, and no reason for its absence has been sent by the English supervisor, that the payment of the salary of such teacher will be held until the report arrives. I propose to have a complete report from every school in Porto Rico once a month, and I trust you will let this fact be known at once throughout your district. Additional blanks will be sent to you as often and as rapidly as they are asked for by you.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

DECEMBER 20, 1900.

To the Supervisors.

SIRS: I am mailing you to-day 400 copies of the inclosed blank form, which copies I desire you to distribute among the teachers of your district in harmony with the following suggestions:

First. These blanks are to be given to such teachers, for the use of their pupils, as will faithfully and promptly use them in the manner hereinafter described.

Second. I desire to collect in this office typical specimens of pupils' work in the different schools of the island. I do not want the best work wholly nor the worst work wholly. What I want is work that will show the actual daily ability of the pupils in the different schools.

Third. The work should be written in ink, unless it is a drawing lesson or some other work demanding pencil rather than ink.

Fourth. It is my desire to have the report of a class in the school in some particular subject which you find to be well taught, as, say, arithmetic, language, or history, and special progress in the mastery of the English by the pupils.

Fifth. I would like to have these blanks filled out during the next school month and mailed to me, without folding, at the end thereof.

Sixth. I can send you additional copies of these blanks to the extent of 1,000 additional sheets if you need them. Kindly make the requisition for them upon a separate slip of paper as soon as you see where they can be used to the best advantage.

I may add, in conclusion, that these papers will be bound and preserved as a part of the history of the educational growth of Porto Rico.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

DECEMBER 26, 1900.

To the Supervisors.

SIRS: I am exceedingly anxious to organize some sort of simple training in elementary hygiene in the schools of Porto Rico, especially the problems that relate to domestic hygiene and personal habits of cleanliness and neatness and food. Will you be kind enough to write me within the next two weeks your candid opinion as to what might properly be the scope of such work in the schools?

Please write me your complete mind in regard to the subject, and I shall esteem the same.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

JANUARY 1, 1901.

To the Supervisors:

Please note the following statements:

First. I will furnish free of all expense to your district 100 first-class individual school desks for children, or any number less than 100, provided that the local board or boards in your district purchase an equal number and pay for them out of their own appropriations. It is not necessary that the local boards purchase the desks through this department. All I wish in the matter is that the desks shall be first-class in every respect. This department is, however, willing to furnish the desks, if desired, at the lowest cash price direct from the factory, which price is about \$3.15 delivered in San Juan. This offer stands for sixty days. Please take the question up vigorously. Desks are here ready for delivery.

Second. This department stands ready to erect in your district a first-class one-room frame rural school, complete in every respect, and furnish it throughout, upon the following conditions:

(1) That the building be located near or in some village in your district where the children of the poor can conveniently attend and where the house itself, by means of its location, would be reasonably protected from vandals.

(2) That the building front upon some definitely defined public highway or street and not upon a trail which may be changed in location in the future.

(3) That the plat of ground upon which it stands embrace at least one-half an acre, and if possible an entire acre of good ground suitable for the cultivation of small vegetables and fruits, as it is the purpose to use these buildings as the basis of an extended system of agricultural education for Porto Rico.

(4) The ground above described must be deeded free from all incumbrances and without cost to the people of Porto Rico.

(5) You are authorized to make these facts known throughout your district at once, and to say that this department will consider the best proposition, and as soon as a good site is recommended by you to us we will visit it, and if satisfactory will begin work at once. The plans for this building will be ready on January 4, and a public competition for the erection of the buildings can be advertised as early as January 10, and building can begin by the 1st of February, provided this department is not delayed in the securing of a proper site. I therefore request that all reports relating to a suitable site shall reach this department not later than January 20, at which time I propose to begin this work, and I respectfully urge you to see that no delay arises to interfere with the working out of this plan. These houses ought to be occupied by the schools before the end of this school year.

Since this is the first attempt to build schoolhouses for the people of Porto Rico, let it be our pride and our honor to push this matter with all the zeal and spirit that should characterize a capable and efficient organization.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

JANUARY 3, 1901.

To the Supervisors:

It is the wish of the disbursing department that you make a new requisition at once for the books and supplies that you will need for the next three months. Please hurry it on.

We have here 180 new flags, 4 by 6 feet, the gift of Lafayette Post, Grand Army of the Republic, of New York City. I want to place these upon all the new schools opened this year in Porto Rico, if possible, and then upon such other schools as you may think most in need of them. Because these flags are a gift, please make a separate requisition for the exact number you want and specify the schools upon which you desire to place them.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

JANUARY 11, 1901.

To the Supervisors:

We mailed you to-day the blue prints showing the plan in detail of the proposed rural schools. As soon as printed all the necessary specifications and contracts will be hurried to you in order that you may invite bids from local builders as soon as the building is located. Do not delay your report of suitable sites beyond the 15th. These blue prints should be carefully preserved by you in your office and shown to all interested persons, and when the contract is awarded they are to be returned to this office or handed to the successful bidder, as this office may direct.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

JANUARY 22, 1901.

To the Supervisors.

SIRS: Washington's birthday being a legal holiday, all schools will be closed on February 22. But it seems only right that on Thursday afternoon, February 21, some fitting exercises should be held in the schools to impress upon the children the

noble traits and broad statesmanship of George Washington, and for that purpose I will inclose herewith a programme that may be suggestive, duplicates of which you may send to any teachers in your district.

Yours, very truly,

M. G. BRUMBAUGH,
Commissioner of Education.

JANUARY 26, 1901.

To the Supervisors:

(1) You will remember that all records of certificates in this office were destroyed on July 1. Frequent changes occur in the teaching force of this island, and it is barely possible that some teachers without legal certificates may be employed by local boards and certified to this office, in which case we would have no means of determining the right of such teacher to have a school. Upon your first visit to the schools satisfy yourselves absolutely that every teacher in your district has a legal certificate; and in case you find any who do not have, report them at once to this office and suspend them from teaching immediately.

(2) The blanks upon which you are to report absences of teachers from their schools, and the cause thereof, should be sent promptly each month to this office; but in each case where you note the absence of a teacher for any reason whatever, add on the same paper your recommendation as to whether or not the pay of that teacher should be deducted for that absence.

(3) When a teacher for any reason is absent from his school, see to it that no substitute is placed in charge for a day even unless that substitute holds a legal certificate; and where a teacher puts a substitute in his school who does not possess a legal certificate, count that day off in the pay of that teacher. Substitute teachers must in all cases be appointed by the local board, by and with the approbation of the English supervisors.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

JANUARY 28, 1901.

To the Supervisors.

GENTLEMEN: Reports have come to me of teachers who are absent from school on the ground of sickness who are not sick. Unless you are perfectly satisfied that the teacher is really sick, I would recommend that you report here such absences, with recommendation from you that the salary be deducted for the days absent.

Information also reaches me that many rural teachers and some others are very irregular in their school hours, opening school late and closing school early. If you know of any such cases in your district, report them to this office and pay for such days will be deducted upon your recommendation.

If additional copies of the fourth and fifth readers in English are needed for your Washington's birthday exercises, send for them at once. We can furnish a limited number to those who first apply.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

FEBRUARY 6, 1901.

To the Supervisors:

The legislature passed, with few amendments, a school law prepared by this department, and which goes into effect on the 25th day of March, which day is the opening of the spring term of the schools. Its provisions are decidedly different from those now in force, and I shall have copies printed and sent to you at the earliest possible date.

This letter is sent simply to inform you of the fact that the law is passed and that it goes into effect at the date named, in order that you may answer any questions that may arise concerning the same.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

FEBRUARY 7, 1901.

To the Supervisors:

I sent you two books recently, thinking they might be of use for Washington's birthday. Additional copies to the number of five or ten may be had on application.

You will also receive to-day packages of monthly report blanks to be used by the teachers in all the schools of the island. Each teacher should have each month a many blanks as he has pupils, and as we are now in the fifth month of the year the

report for this year should begin at the fifth month, leaving the preceding months blank. Hurry these to the schools. More will reach you as fast as printed.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

FEBRUARY 23, 1901.

To the Supervisors.

SIRS: I am gratified for the many exercises in honor of Washington, so well carried out under your auspices. Please send me report of each meeting in your district.

I thank you, and ask you to convey my thanks to all teachers who performed their post so well. These exercises will more than any other agency aid in the speedy advance of these people to statehood.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

FEBRUARY 26, 1901.

To the Supervisors.

DEAR SIRS: In order that we may define the duties of the English supervisors in some intelligible way, will you please answer in detail the following questions at the earliest possible moment:

- (1) What things should the supervisor within himself have the power to do?
- (2) What things should he not have the power to do?
- (3) What things should be left to his discretion, subject to reference and approval by the department of education?

Very respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

FEBRUARY 28, 1901.

To the Supervisors.

DEAR SIRS: I am planning to secure you a proper office outfit. The cost is the only barrier.

Please give me at once a statement of what you consider a fair list of needed office supplies for the proper performance of your duties.

Very respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *March 1, 1901.*

To the Supervisors.

SIRS: I am anxious to have your opinion as to the need of an English spelling book for our schools.

Also your suggestions as to any other addition to the present course of study.

We can send you slates at once if needed.

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *March 5, 1901.*

To the Supervisors.

GENTLEMEN: Note the following and so advise your teachers:

"HON. M. G. BRUMBAUGH, *Commissioner of Education.*

"SIR: In reply to the letter of Mr. Robbins, of Rio Piedras, dated March 3, on the subject of vaccination, I beg to say that it would be perfectly proper that any teacher should personally satisfy himself that the children were vaccinated, and in any doubtful case refer the matter to the public vaccinator. It is unfortunately true that in a large number of cases the operation has been done in a careless and imperfect manner, and that very many have not only not been vaccinated at all, but have been given certificates without being vaccinated. The board does not recognize as successful a vaccination in a child which has not produced two good scars. As regards the matter of payment for vaccination, any charge made by medical officials is illegal and should be reported to the board, as vaccination is free to all who demand it from the proper source. The indexing of the vaccination records not yet being complete, it will not be possible to furnish the pupils with copies of the former

certificates, and I think that it will be advisable that the 'medico titular' give certificates to all persons of whose vaccination he is assured.

"Very respectfully,

Respectfully,

"WM. FAWCETT SMITH, M. D.,
"Secretary Superior Board of Health, Porto Rico."

M. G. BRUMBAUGH,
Commissioner of Education.

MARCH 21, 1901.

To the Supervisors.

GENTLEMEN: I have been able to secure admission to the Indian training school at Carlisle, Pa., for a number of worthy young men and women between the ages of 14 and 18. If you know of any first-class young people from your district who would want to take an industrial training, and who could pay their own way to New York, I would be glad to have you recommend them to me within the next twenty days. They will be met at New York and taken without cost to Carlisle, where they will be housed, fed, and clothed, and educated free for an indefinite number of years, depending wholly upon themselves. I would like to have you submit the name of one, and if you have exceptionally good people in mind, two names. Bear in mind that these people, if they go in April, have a three months' summer vacation in which to provide for themselves, and perhaps it would be better, all things considered, if they were now selected, urged to study English here, and enter Carlisle in September.

Please give this matter your immediate attention.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

MARCH 22, 1901.

To the Supervisors.

GENTLEMEN: Some of you retained the unused examination questions of the last examination. Some returned them. Others had no examination. I am therefore sending out to you to-day all the unused sets of questions with request that you distribute them among all young people who are thinking of becoming teachers in the island, and explain it to them, as you hand them out, that this is an approximate idea of what the examinations may be expected to be in the future. You may also say that the next examination will be held about June 1, and that a printed circular or other announcement will soon be issued giving considerable information as to that examination.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

MARCH 25, 1901.

To the Supervisors.

GENTLEMEN: The school law which goes into force this morning has been delayed in printing. It will be forwarded to you at the first possible moment. Please inform all the authorities in order that they do not write here, because we are pushing the matter with all possible speed. Assure everybody in your district that there is not a word in that law that will work a hardship to anyone who is doing his duty, and that judgment upon it should be suspended until all its provisions are well-known.

Very respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

APRIL 3, 1901.

To the Supervisors.

GENTLEMEN: I have here in my office ready to mail out 600 Perry Pictures. They are made up in sets of 20 for each school, and your district will be entitled to 18 of these sets. It is my purpose to have these used in as many schools as possible, leaving them with a school say for a month and then having them moved on to another, and to save time and trouble to you we will send these direct to the eighteen teachers whose names and addresses you mail to this office. Please do this at once, and instruct teachers to be very careful with these pictures, and, if possible, to mount them in some way so as to keep them from being destroyed; and I would also sug-

gest that you give the teachers some idea of their value for language exercises and for the teaching of history and literature.

I will also mail you in a few days a mounted portfolio of colored pictures in red and blue cloth. These portfolios were prepared by the training teachers of the city of Philadelphia, the pictures themselves being the gift of the children in the Philadelphia Normal School. They have been sent here without any cost to the department and I trust you will use them in the schools in the best manner possible. They might be sent from school to school, say moving at the rate of one a week, or oftener if you think best, that as many children as possible may have the advantage of seeing them. Is there not in this portfolio a hint to your teachers to do likewise?

Sincerely, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

APRIL 4, 1901.

To the Supervisors.

GENTLEMEN: The blank forms mailed you the other day for report upon the standing of the teachers in your district, should be filled out at once and mailed promptly to this office. My purpose is to continue in the schools this year the teachers whom you recommend to me to be correct in habit and successful in work. It is therefore a matter of great moment to every teacher that your report to me be as carefully prepared and as accurate as it is possible for you to make it. Let us not forget the condition under which these teachers have to work, nor overlook any essential fact in determining their value to the schools, not even forgetting that it is a choice sometimes between those we have and the uncertainty of getting any others to take their places. I attach great importance to these reports, and trust you will give it the attention which its significance to the teachers deserve.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

MAY 3, 1901.

To the Supervisors.

GENTLEMEN: Your attention is called to the fact that under section 26 of the school laws it is left with the commissioner of education to decide whether or not night schools may be opened in Porto Rico. We have already received a number of petitions for these schools. We have no money in this year's budget to open them. We will have money in next year's budget to do so. The school year is almost over. Would it be wise, in your judgment, to undertake to open these schools for the remainder of this school year? It seems to me that it would be better to say to all these petitioners that these schools would better wait until the beginning of the next school year, at which time I shall be only too glad to open as many of them as my budget will permit. Please act accordingly.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

MAY 8, 1901.

To the Supervisors.

GENTLEMEN: Distribute notices of examinations and call for more if needed. I mail you 50.

On or before May 20 I would like to have from you on inclosed blanks an approximate estimate of supplies and books needed for the entire term of nine months of next school year in your district. Take into account an addition of 20 per cent to your present number of schools. If you have 50 now, estimate for 10 new additional ones next year. This estimate is to be for additions to your present supplies and books that can be used next year.

Make freely your suggestions also as to any changes in present books and supplies, and add in your estimate what you think may be needed in addition to the items on list.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

MAY 17, 1901.

To the Supervisors:

A number of you have asked me about the examinations at the end of the school year. A word on this point. In the first place, where the organization of the

schools is good and the gradation fairly in harmony with what it ought to be, I am opposed to making a final examination the test of promotion from one grade to another. It seems to me that the judgment of the teacher is worth more in such a case, when that judgment is fair and frank, than any sort of an examination whatever. It may be that our organization here is so tentative yet that it would be better for all the interests involved to hold an examination in the schools at the end of the year, but this examination can not be held before the closing week of the school year, and I want no school on the island to have its regular work interfered with in any way for any sort of closing exercises before the 17th of June. Let that matter be clearly understood by all teachers.

Second. I want no special preparation by teacher and pupil for the final examination.

Third. Where there are graded schools the principal should conduct these examinations under the advice and direction and, where possible, the supervision of the supervisor himself. The questions to be submitted to pupils should be based upon the work of the year and not upon any forced and stuffed series of exercises a few weeks before school closes.

Fourth. The questions should be submitted by the teachers and principals to the supervisor for his approval and correction, addition, and change, and he should not return them to the school until the time for the examination itself.

Fifth. The school boards should be invited to be present, but they should have no part beyond that of interested visitors in the work of the examination.

Sixth. As far as practicable the teacher who instructs the pupils through the year should not ask a question in the examination unless the questions have been prepared by the supervisor or some committee of teachers whom the supervisor knows will prepare fair and reasonable questions.

With these suggestions, my advice is that an examination, both oral and written, should be conducted during two or three days of the closing week of the school year, and that the result of the examination should be made known to the children in due time after the careful examination of the papers by the teachers whom the supervisor designates to examine them, but I do not think it wise to attach a great amount of importance to these examinations. The vital thing is to teach well as many days as we can.

Yours, respectfully,

M. G. BRUMBAUGH, *Commissioner*.

MAY 27, 1901.

To the Supervisors:

Thursday, May 30, is Decoration Day, and by order of the governor of Porto Rico it has been declared a legal holiday for all the departments of the government. He has left with me the question of closing the schools on that day. In view of the fact that this day commemorates the death of the brave soldiers who gave their lives to save the Federal Union, and in view of the fact that no school has done its duty unless it has impressed devout patriotism upon the hearts and minds of all the children, and in order that love of country and sincere respect for those who fought to defend the glorious flag may be taught, I hereby authorize you to close all the schools under your jurisdiction and to spend the day in devout thanksgiving for the blessings that have come to our country and in memory of the brave men who gave their lives that the country may live.

Respectfully, yours,

M. G. BRUMBAUGH, *Commissioner*.

JUNE 10, 1901.

To the Supervisors:

As soon as the schools close and you have all the property safely stored, in harmony with the arrangements made with Mr. Bernard, I desire you to submit to me a written report covering your year's service, in which I should like to have you comment with some degree of fullness upon all important matters touching the condition of schools in your district—as, for instance, the school boards, the teachers, teachers of rural schools, English teachers, the teaching of English, books and supplies, schoolhouses, equipment of the same, sanitary conditions of the schools, the pupils, their physical and mental condition, and in general all the subjects which in your judgment have conditioned the development of the work. I should like to have these reports not later than July 1. It is understood, unless you otherwise specify, that these reports may be used for publication in connection with my annual report on the schools of Porto Rico.

I should like to take up with you the question of your vacation—when you wish it to begin and when you wish it to end. Please give these two matters your immediate attention.

Respectfully, yours,

M. G. BRUMBAUGH, *Commissioner*.

JUNE 11, 1901.

To the Supervisors.

GENTLEMEN: On June 13, 14, and 15 the examinations will be held, as per the circular recently mailed. I wish now to say that I want the rules governing these examinations to be faithfully and impartially executed. Allow no candidate to continue the work who shows any inclination to cheat. We want honest work from every candidate. Books are sent you by this mail, and if you have not enough, use the tablets in your store to complete the examinations.

Questions are also mailed you in registered package to-day. When the examination is over these questions may be distributed freely in whatever way you think best. Hurry the examination books here, as they must be examined and certificates mailed before July 1. Advise all your school boards to report their organization to me according to section 3 of the school law. It is not required of the directors to advertise for teachers this time, but I would advise that they do so in the Official Gazette. Blanks for the report of the boards under section 20 of the school law will be mailed to all the school boards this week.

Let me earnestly entreat you to hold the work in your district strong and steady to the last day of the term. The best week ought to be the closing week.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

JUNE 17, 1901.

To the Supervisors:

We have had innumerable complaints about house rent, and I inclose you herewith a letter from the attorney-general of Porto Rico, which makes it possible for you to help the teachers to recover their rent. When any municipality fails to do its part in the fulfillment of the law which calls for the payment of just debts, report all the facts authentically to me and I will lay the matter before the attorney-general, and he will carry the matter to the governor. The decision follows:

"In reply to your communication of April 1, I beg to say that in the Provincial and Municipal Laws of Porto Rico the power of the governor to suspend from their offices the mayors, deputy mayors, and town councilors in case of disobedience of the laws, or in case of a failure to cooperate in the enforcement of the laws, is well established, and in my opinion this remedy should be applied to the members of the town council of ——— for their failure to carry out the law in respect to the payment of money due to the treasury of the school board of that municipality.

"If you will be kind enough to inform me of all the facts in the case, I shall be glad to immediately lay the matter before the governor, with the recommendation that he remove the members of the town council and appoint a new council, as provided by law."

Respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

JUNE 19, 1901.

To the Supervisors.

GENTLEMEN: We must at once take up the question of the "school fund" in the municipal budgets. I will do my utmost to prevent the approval of any budget that does not make ample provision for our schools. I must ask you at once to send me answers to the following:

First. What is the total amount of the budget in each municipality of your district?

Second. What is the minimum amount necessary to conduct the schools next year? Do not forget the increase of 20 per cent in schools.

Third. What per cent has each municipality at present set in its budget for the "school fund?"

Fourth. What is the least per cent that should be required in each budget?

Immediate answers will save us untold difficulties later on. I urge you to help me in this matter. I can fight; you must give data.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

AUGUST 12, 1901.

To the School Supervisors.

GENTLEMEN: This department has in its storage house here now a sufficient number of desks to make the following proposition. We will furnish 150 school desks to your district on the following conditions:

First. That the expense of transportation from here be borne by the district purchasing the desks.

Second. That the desks be ordered at once; that is to say, before August 25.

Third. That you personally see to it that these desks are sent to the municipality which needs them most in your district.

Fourth. That you state in your letter, in answer hereto, the name of the school board who will receive these desks.

Fifth. You may distribute these desks among the different school boards in your district, allotting to each one the number you think best.

Sixth. Make a careful estimate of the seating capacity of the buildings, and do not put desks in buildings where they will not be safely and securely cared for.

Yours, truly,

M. G. BRUMBAUGH, *Commissioner.*

AUGUST 27, 1901.

To the Supervisors:

My attention has been called to the fact that some of you have been lending and borrowing books from each other on memorandum receipt. The result of this is that the accounts of the supervisors become complicated and the department has difficulty in locating its property.

Hereafter no supervisor will borrow or receive goods from another supervisor without permission from this department, and in general this practice should be avoided and requisition made directly here for all supplies and books needed in your district.

We are arranging now to ship you the supplies for the school year beginning September 30. It is the purpose of the department to send you early in September a complete equipment of supplies for your schools, and it is my desire that you arrange to have these distributed throughout your district to the schools before the school year begins. Plan to do this at the least possible expense to the department.

See to it now that the new schools allotted to your various districts are properly arranged for. Do not delay this at all. We wish to have every school opened on time.

Respectfully, yours,

M. G. BRUMBAUGH, *Commissioner.*

AUGUST 28, 1901.

To the Supervisors:

On and after September 1 supervisors will not leave their territory without permission from the department. This order is made necessary in order that the department may know exactly where to find a supervisor at any time that the work demands his attention. If for any reason a supervisor has occasion to leave his district, application should be made directly to this department in order that a record of his absences may be kept here.

Respectfully, yours,

M. G. BRUMBAUGH, *Commissioner.*

SEPTEMBER 6, 1901.

To the Supervisors:

This morning I have received letters from different supervisors stating that the only difficulty in opening all the schools allotted to the different municipalities is the scarcity of teachers. Please announce to your school boards now that the examinations will be held at the close of the Summer Normal School on September 18, 19, 20, and 21; that immediately thereafter a large group of young teachers will be available

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for these vacancies, and I would advise boards to defer action until such time as these candidates can lay their certificates before them. If they nominate to us we can approve within twenty-four hours and return the nominations.

Respectfully, yours,

M. G. BRUMBAUGH, *Commissioner*.

CIRCULAR No. 1.

SEPTEMBER 20, 1901.

To the Supervisors:

During the present school year supervisors will sell no books or supplies under any circumstances unless specifically ordered to do so by this department.

In graded systems of schools I would suggest that you take the receipt of the principal for all the supplies of the schools in his city and hold him personally responsible to you for their proper distribution among the grades and their return to you at the end of the year.

Respectfully, yours,

M. G. BRUMBAUGH, *Commissioner*.

CIRCULAR No. 6.

SEPTEMBER 26, 1901.

To Supervisors and Teachers of Agricultural Schools:

The agricultural schools will open on Monday next wherever the buildings are completed, and teachers for these schools have been assigned by Mr. Heckman and will report to their work at the proper time. A word concerning the course of study for these schools.

It is intended that one-half, approximately, of the time of the children shall be spent in tilling the soil around the schoolhouse. For that purpose two things are essential in addition to the experience and equipment of the teacher. First, suitable tools. Some of the schools already have them; others will receive them as soon as they are received from New York. They were ordered long ago and are due here not later than this week. Second, a course of study. A course of study for the agricultural department of these schools is now being prepared and will go to the press this week. It should reach you within ten days of the opening of your school. Until this course of study for the agricultural department arrives I would suggest that you conduct the school as you would any other school, teaching the children to be obedient, orderly, and thoughtful, giving them lessons from the books in your possession in reading and writing and arithmetic and such other studies as you find the pupils of your grade capable of receiving. Seeds for these schools have already been sent to the supervisors, with instructions to deliver them to the schools when they open.

I wish now to add that more depends upon the success of these schools than upon any other feature of our elementary work. I want boys and girls to be received into the school who are old enough to work during the morning hours in the ground. Probably no child under 9 or 10 years of age should be admitted, and you are at liberty to take from all the graded schools near you, if necessary, such pupils as should attend the agricultural school.

In laying out the plot of ground, assign to each child a section which that child will work exclusively.

A little diplomacy on your part will secure the plowing of the ground by the municipality, and, I hope, the fencing thereof. I strongly urge that the front part of the ground be decorated with plants and with native shrubs, in order that the school may be made attractive and beautiful.

Let us see what agricultural education can become in Porto Rico.

Respectfully, yours,

M. G. BRUMBAUGH, *Commissioner*.

CIRCULAR No. 7.

OCTOBER 1, 1901.

To the Supervisors.

GENTLEMEN: All the schools of this island should have been opened on Monday last. Where they were not opened on time you will please report on the blank furnished you for that purpose the number of days that the school was actually opened

during this school month, in order that all the teachers may be paid for the actual teaching tendered during the month.

In distributing supplies in your district bear in mind that the alcalde generally is willing to furnish transportation of these supplies free of cost. Keep the expense to the lowest possible margin. It cost too much last year to distribute the supplies to the schools, and I want a better showing this year.

If the boards refuse or fail to open all the schools allowed on time, you will please comply with section 5, on page 22, of the school law, seeing that every step of that section is properly carried out. If you appoint a teacher under that section, report the fact to us at once, and see to it that any teacher appointed by you holds a legal certificate under the law. No substitute teacher can teach in the schools unless such substitute holds a legal certificate.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

CIRCULAR No. 15.

OCTOBER 16, 1901.

To the Supervisors.

GENTLEMEN: The schools are now opened long enough for us to begin to form some definite idea of their organization and strength. Wherever in your judgment you see conditions that ought to be corrected—conditions which I could help to correct—do not fail to let me know at once the exact facts in these cases, and if necessary I will take the matter up and push it with all possible dispatch. I am especially determined that every child in the public schools in this island shall have all the books and supplies necessary for him to pursue his education properly. On this point I wish to urge two matters:

First. See to it that no books or supplies are held by you in your office that ought to be in the schools. Last year some children suffered from the lack of certain books which were left stored in the supervisor's office unused. I should be very sorry if I should ever find that such a thing as that is done in Porto Rico.

Second. I am exceedingly anxious that the children should have all the reading matter necessary for them to gain a fair judgment of the world and the mastery of both the Spanish and English languages. Will you see to it that an abundance of reading matter in both languages is placed in every school. I do not mean, of course, to be prodigal with the property of the Government, but I would rather that the child should have an abundance of material than that it should be said of the department that it hindered the progress of any child because of the lack of proper equipment.

If you have not sufficient books to accomplish this result make your requisition directly to the department now. I am anxious especially to know the progress made in the English language, in order that I may report that to the people of the United States, who naturally measure our work largely from this point of view.

Are you having English taught in all your schools?

Are the children making progress in the language?

Can you by increasing the equipment add to this result?

A new course of study is about ready for the press, and will be used together with rules governing principals of schools in the near future.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

REPORT OF THE PENSION CLERK.

SAN JUAN, P. R., *Octubre 2 de 1901.*

HON. DR. M. G. BRUMBAUGH, *Comisionado de Educación, Puerto Rico.*

SEÑOR: Tengo el honor de dar cumplimiento á su orden verbal, referente al informe que interesa sobre los llamados "fondos de pensiones" del magisterio de primera enseñanza de Puerto Rico, limitándome en gracia á la brevedad á los hechos más salientes, respecto á su creación, administración, resultados y estado actual.

El primero de Febrero del año 1894, expidió el Gobierno Español un Real Decreto, por el cual se establecía un "fondo" para asegurar la subsistencia del maestro que resultara imposibilitado, ya físicamente ó por edad, para continuar en el ejercicio de su profesión, así como la de su viuda y huérfanos. Esta ley comenzó á regir el pri-

mero de Julio del mismo año, publicándose los reglamentos que habían de servir para su ejecución. Desde esa fecha se descontó al maestro que desempeñaba una escuela en el concepto de propietario, el 3 por ciento sobre su sueldo. Los maestros que servían escuelas en el concepto de interinos, percibían sólo la mitad del sueldo señalado al propietario, y la otra mitad ingresaba en el "fondo de pensiones." También ingresaban íntegramente las cantidades asignadas en los presupuestos municipales para escuelas, cuando éstas permanecían cerradas, y el 10 por ciento sobre las consignaciones para material. El percibo é ingreso de estas sumas correspondía á los municipios, pues estas corporaciones eran las que satisfacían las atenciones todas del profesorado primario de Puerto Rico. De este modo y con una subvención de \$4,000 moneda provincial, que figuraba anualmente en los presupuestos de esta isla, desde que empezó á regir el referido Real Decreto, hasta el cambio de nacionalidad, formáronse los citados "fondos de jubilaciones y pensiones." En Puerto Rico existía una junta provincial, administradora de esos "fondos," dependiendo en absoluto de otra llamada "central," establecida en Madrid. Sin orden de ésta no podía disponerse de cantidad alguna. En la referida junta radicaba el derecho de conceder las jubilaciones y pensiones y era la que autorizaba los pagos que debían efectuarse.

Debo hacer constar que esas sumas de \$4,000 asignadas por subvención anual, fueron giradas á la junta central en Madrid, por los gobernadores españoles, á excepción únicamente de la del año de 1896-97, que ingresó en el Banco Español de esta isla, donde se hallaban situados los fondos de los maestros.

El día 10 de Septiembre de 1898, ya en las postrimerías de la dominación española en esta isla, el Gobernador General Macías ordenó al Secretario del Despacho de Fomento, la entrega de los fondos del magisterio existentes, en cumplimiento de orden cablegráfica que recibiera de su Gobierno en Madrid. Esta orden fué cumplida, entregando un check á favor del referido Gobernante y contra el Banco Español de Puerto Rico, por la suma de \$30,682.10 moneda provincial, saldo entonces existente en dicho establecimiento bancario. Pocos días después de esa fecha, informado el mismo Gobierno que en la Tesorería de Hacienda de esta isla existían otros valores en "cartas de pago," procedentes de ingresos hechos por diversos municipios, en distintas aduanas de la isla, á favor de los fondos de pensiones, no hechos aún efectivos para su ingreso en el Banco Español, ordenó fueran realizados los referidos valores, recogiendo igualmente su montante de \$6,558.73 moneda provincial, que unido al retirado del Banco Español, forma un total de \$37,240.83. De esta suma devolvió el General Macías al Secretario del Despacho de Fomento \$3,093.53, en atención á no haber quedado un solo centavo para satisfacer las pensiones y jubilaciones que vencían el 30 del mismo mes. Resulta pues, que deducidos de los \$37,240.83, los \$3,093.53, la cantidad recogida por el Gobierno Español fué de \$34,147.30 moneda provincial.

También es deudor el Gobierno Español á estos fondos, de otras sumas, cuya ascendencia no pude precisarse, porque depende del resultado que ofrezca la liquidación final de cuentas con los municipios. Algunos al reclamárseles el saldo, que según los libros resultan adeudar, han justificado con documentos legales haber ingresado en sus respectivas aduanas, cantidades que no figuran abonadas y que recibió la Tesorería de Hacienda, como departamento central que era de la recaudación de rentas de las aduanas de la isla. De estas cantidades no se tenía conocimiento alguno, pues los municipios, al efectuar tales ingresos olvidaron participarlo á esta oficina y remitir el comprobante como era costumbre, para con él exigir el pago á la Tesorería de Hacienda. Al Hon. Secretario Civil, jefe últimamente de dicho centro, se hicieron las reclamaciones de esta índole, como resultantes de la liquidación de cuenta con los municipios, persiguiendo el fin de que dichas cantidades fuesen incluidas en el expediente de reclamación á España, iniciado por dicho centro, á causa de otras sumas de las cuales también dispuso el Gobierno Español, al evacuar esta plaza.

El saldo por balance de las cuentas de los municipios de esta isla á favor del "fondo de pensiones" arroja la suma de \$21,991.48 moneda actual. Esta cantidad no puede con siderarse exacta, pues si bien muchos municipios han respondido á la aclaración de cuentas, dejando fijos los saldos de conformidad, con otros han sido inútiles todos los esfuerzos hechos tendentes á ese fin, pero puede asegurarse que poco diferirá esa suma del verdadero saldo.

Adjunto acompaño un estado demostrativo del movimiento habido en el fondo de pensiones desde primero de Julio del año 1900 al primero de igual mes del corriente año. El saldo en dicha fecha es de \$4,845.27 moneda americana.

Estado demostrativo del movimiento habido en el fondo de pensiones desde el 1° de Julio de 1900 al 1° de Julio de 1901.

[Moneda actual.]

Saldo existente en caja el 1° de Julio de 1900	\$7, 678. 35	
Ingresos ocurridos.....	45. 98	
		\$7, 724. 33
Efectivo pagado el 30 de Septiembre de 1900 á pensionistas y jubilados	510. 00	
Efectivo pagado el 30 de Diciembre de 1900 á pensionistas y jubilados	510. 00	
Efectivo pagado el 30 de Marzo de 1901 á pensionistas y jubilados	499. 20	
Efectivo pagado el 30 de Junio de 1901 á pensionistas y jubilados	1, 359. 86	
		2, 879. 06
Saldo de conformidad con la cuenta del Señor Auditor el 1° de Julio de 1901		4, 845. 27

Jubilado dos profesores más, el 30 de Septiembre se hizo la requisición por \$662.20 moneda actual para satisfacer el trimestre terminado ese día, y son los siguientes:

Sergio Ramírez de Arellano, Añasco	\$72. 00
Ramona Zoraida de Rivera, Hatillo	45. 00
Herodia L. de Catellón, Mayagüez	72. 00
Manuel Pardellas, Fajardo	22. 50
Aureliana Colón Ortiz, Aibonito	33. 60
Juana Nin y Martínez, San Juan	10. 80
María Milagros Nin y Martínez, San Juan	10. 80
Josefa Nin y Martínez, San Juan	10. 80
Juan Santos Hernández, Gurabo	22. 50
Sinforsosa García, Bayamón	36. 00
José R. Torralbes, Río Grande	6. 00
Isabel Quiñones, New York	60. 00
Emiliano J. Díaz, San Juan	75. 60
María Concepción Rivera de Santiago, Aguada	10. 80
María Francisca Santiago, Aguada	3. 60
María Santiago, Aguada	3. 60
Matilde Santiago, Aguada	3. 60
Juana María Ortiz de Camacho, Yauco	15. 00
Ruperta de la Cruz Camacho, Yauco	3. 75
María Claudia Antonia Camacho, Yauco	3. 75
María Sotera Aurora Camacho, Yauco	3. 75
Pruna Teresa de Jesús Camacho, Yauco	3. 75
Eladio J. Vega (1 mes 24 días, á \$105 el trimestre)	63. 00
Juana Hernández de Núñez, Humacao	35. 00
María Núñez, Humacao	11. 67
Carmen Núñez, Humacao	11. 67
Gabina Núñez, Humacao	11. 66
Total	662. 20

Al cerrar este informe he de hacer constar que las primeras leyes escolares dictadas por el Gobierno Americano y que empezaron á regir el primero de Julio de 1899, imprimieron nuevos derroteros al magisterio puertorriqueño, anulando en absoluto la organización que hasta entonces tuvo. Dejó de existir la propiedad é interinidad de las escuelas, por la libre contratación del maestro y los pagos empezaron á hacerse por el tesoro insular. El "fondo de pensiones," con esta reforma, perdió el ingreso del importe de las escuelas vacantes, el de las desempeñadas interinamente y el 10 por ciento sobre las consignaciones por material, quedando únicamente el tanto por ciento sobre el sueldo del maestro. Dichas leyes escolares fijaron el 5 por ciento de descuento sobre el haber personal del magisterio, mas á los primeros maestros á quienes se pretendió hacerseles tales descuentos, protestaron de él ante el Gobernador Militar de la isla y quedó tal precepto derogado. Es decir que desde el primero de Julio de 1899, no ha habido ingreso alguno por nuevos descuentos, pero no habiendo sido derogado el Real Decreto de 1° de Febrero de 1894, esta ley ha continuado en vigor concediéndose jubilación y pensión á cuantos las soliciten, con estricta sujeción

á ley y reglamentos vigentes, prefiriendo en todos los casos, á los que dentro de la justicia, demuestren menos medios de subsistencia, dado el estado excepcional de los referidos "fondos."

De Ud. muy respetuosamente,

ABELARDO GONZÁLEZ FONT,
Pension Clerk.

STATISTICAL REPORT FOR THE SCHOOL YEAR FROM OCTOBER, 1900, TO JUNE, 1901, INCLUSIVE.

Respectfully submitted to the Hon. M. G. Brumbaugh, commissioner of education.

CONY STURGIS, *Statistical Clerk.*

AUGUST 24, 1901.

TABLE 1.—*Report for all the schools in the island for the year.*

[Compiled from monthly reports of supervisors and teachers.]

1. Total population of the island	953,243	
2. Total school population of the island	322,393	
3. Number of school districts in the island	16	
4. Number of supervisors in the island	16	
5. Number of municipalities in the island	66	
6. Number of local school boards in the island	66	
7. Number of members of each local school board	5	
8. Number of schools open at end of year (boys, 132; girls, 71; mixed, 528; night, 2)	733	
9. Average number of schools open each month	698	
10. Average number of schools per district during year	43.6	
11. Number of buildings in use for schools at end of year (town 120, rural 387)	507	
12. Average number of American teachers employed each month	77	
13. Average number of teachers employed each month (total)	730	
14. Number of teachers employed at end of year:		
White—		
Males	461	
Females	235	
		696
Colored—		
Males	41	
Females	31	
		72
Total—		
Males	502	
Females	266	
		768
15. Average number of teachers per district during year	45.6	
16. Total number of different teachers employed during year:		
White—		
Males	489	
Females	250	
		739
Colored—		
Males	42	
Females	31	
		73
Total—		
Males	531	
Females	281	
		812
17. Total number of American teachers employed during year	104	

18. Number of pupils enrolled at end of year:

White—			
Males	15,542		
Females	8,763		
			24,305
Colored—			
Males	5,695		
Females	3,802		
			9,497
Total—			
Males	21,237		
Females	12,565		
			33,802
19. Average number of pupils enrolled each month during year			31,172.5
20. Average enrollment per school during year			44.5
21. Average number of pupils per district during year			1,948.3
22. Average total attendance per month per school			646
23. Average daily attendance in the whole island during year			23,452.8
24. Average daily attendance per school during year			33.5
25. Average daily attendance per district during year			1,465.8
26. Total number of weeks schools were kept during year			36
27. Average number of days each school kept during year			171.5
28. Per cent of total population enrolled in schools			3.5
29. Per cent of school population enrolled in schools			10.5
30. Per cent of enrolled pupils attending daily			75
31. Per cent of school population attending daily			7.2
32. Per cent of colored pupils in total enrollment			28
33. Per cent of colored teachers in total number employed			9
34. Per cent increase in enrollment from year 1899			31
35. Proportion of men in teaching force			65
36. Estimated value of all school property			\$213,465.97
37. Average cost of schools per pupil enrolled			\$13.33
38. Average cost of schools per pupil attending			\$19.21
39. Average monthly salary of teachers			\$37.75

TABLE 2.—Per cent of increase in the following points for all schools in the island, year ending June 21, 1901.

	Per cent.
1. Number of schools in the island	20
2. Number of pupils enrolled in the island	37
3. Average enrollment per school	13
4. Average daily attendance per school	15
5. Average daily attendance in the whole island	38
6. Number of buildings in use for schools	16
7. Total number of teachers employed	21.5
Number of male teachers employed	17
Number of female teachers employed	31.6
Number of American teachers employed	93
Number of native teachers employed	15.9

TABLE 3.—Report for district No. 1, San Juan, for the year ending June 21, 1901.

[W. H. Armstrong, supervisor.]

1. Total population of the district	32,048
2. Number of municipalities in the district	1
3. Number of schools open at end of year (boys, 7; girls, 3; mixed, 20; night, 1)	31
4. Average number of schools open each month	28.9
5. Number of buildings in use for schools at end of year (town, 2; rural, 4)	6
6. Average number of teachers employed each month	34
7. Number of American teachers employed during year	5
8. Total number of different teachers employed during year:	
White—	
Males	6
Females	22
	28

8. Total number of different teachers employed during year—Continued.

Colored—		
Males.....	4	
Females	8	12
Total—		
Males.....	10	
Females	30	40

9. Number of pupils enrolled at end of year:

White—		
Males.....	355	
Females	341	696
Colored—		
Males.....	394	
Females	273	667
Total—		
Males.....	749	1,363
Females	614	1,255.2
10. Average monthly enrollment	44	
11. Average enrollment per school during year.....	645.6	
12. Average total attendance each month per school	33.6	
13. Average daily attendance per school during year.....	172.24	
14. Average number of days each school kept during year	76.5	
15. Per cent of enrolled pupils attending daily	4.2	
16. Per cent of total population enrolled in schools		

TABLE 4.—Report for district No. 2, Rio Piedras, for the year ending June 21, 1901.

[W. V. Robbins, supervisor.]

1. Total population of the district	43,930	
2. Number of municipalities in the district.....	4	
3. Number of schools open at end of year (boys, 8; girls, 3; mixed, 25)....	36	
4. Average number of schools open each month.....	33.5	
5. Number of buildings in use for schools at end of year (town, 7; rural, 21)	28	
6. Average number of teachers employed each month	34	
7. Number of American teachers employed during year.....	5	
8. Total number of different teachers employed during year:		
White—		
Males.....	24	
Females	11	35
Colored—		
Males.....	1	
Females	1	2
Total—		
Males.....	25	
Females	12	37
9. Number of pupils enrolled at end of year:		
White—		
Males.....	595	
Females	267	862
Colored—		
Males.....	481	
Females	271	752
Total—		
Males.....	1,076	
Females	538	1,614

10. Average monthly enrollment.....	1,477.2
11. Average enrollment per school during year.....	43.7
12. Average total attendance each month per school.....	620
13. Average daily attendance per school during year.....	32
14. Average number of days each school kept during year.....	168.2
15. Per cent of enrolled pupils attending daily.....	73
16. Per cent of total population enrolled in schools.....	3.6

TABLE 5.—*Report for district No. 3, Fajardo, for the year ending June 21, 1901.*

[Edgar L. Hill, supervisor.]

1. Total population of the district.....	40,020
2. Number of municipalities in the district.....	3
3. Number of schools open at end of year (boys, 14; girls, 9; mixed, 13)...	36
4. Average number of schools open each month.....	35.9
5. Number of buildings in use for schools at end of year (town, 10; rural, 19)	29
6. Average number of teachers employed each month.....	37
7. Number of American teachers employed during year.....	6
8. Total number of different teachers employed during year:	
White—	
Males.....	28
Females.....	13
	41
9. Number of pupils enrolled at end of year:	
White—	
Males.....	764
Females.....	439
	1,203
Colored—	
Males.....	287
Females.....	160
	447
Total—	
Males.....	1,051
Females.....	599
	1,650
10. Average monthly enrollment.....	1,629.9
11. Average enrollment per school during year.....	44.9
12. Average total attendance each month per school.....	675.9
13. Average daily attendance per school during year.....	34.4
14. Average number of days each school kept during year.....	174
15. Per cent of enrolled pupils attending daily.....	76.5
16. Per cent of total population enrolled in schools.....	4

TABLE 6.—*Report for district No. 4, Humacao, for the year ending June 21, 1901.*

[S. J. Reiser, supervisor.]

1. Total population of the district.....	43,289
2. Number of municipalities in the district.....	4
3. Number of schools open at end of year (boys, 11; girls, 6; mixed, 20)...	37
4. Average number of schools open each month.....	35.9
5. Number of buildings in use for schools at end of year (town, 5; rural, 19)	24
6. Average number of teachers employed each month.....	39
7. Number of American teachers employed during year.....	7
8. Total number of different teachers employed during year:	
White—	
Males.....	27
Females.....	16
	43
Colored—	
Males.....	2
Females.....	1
	3
Total—	
Males.....	29
Females.....	17
	46

9. Number of pupils enrolled at end of year:

White—		
Males	782	
Females	488	
		1, 270
Colored—		
Males	326	
Females	205	
		531
Total—		
Males	1, 108	
Females	693	
		1, 801
10. Average monthly enrollment		1, 637. 1
11. Average monthly enrollment per school during year		45. 3
12. Average total attendance each month per school		694. 6
13. Average daily attendance per school during year		35. 2
14. Average number of days each school kept during year		172. 6
15. Per cent of enrolled pupils attending daily		77. 6
16. Per cent of total population enrolled in schools		4

TABLE 7.—*Report for district No. 5, Caguas, for the year ending June 21, 1901.*

[J. C. Huff, supervisor.]

1. Total population of the district	71, 961	
2. Number of municipalities in the district	6	
3. Number of schools open at end of year (boys, 12; girls, 5; mixed, 40) ..	57	
4. Average number of schools open each month	52. 9	
5. Number of buildings in use for schools at end of year (town, 9; rural, 31) ..	40	
6. Average number of teachers employed each month	54	
7. Number of American teachers employed during year	7	
8. Total number of different teachers employed during year:		
White—		
Males	45	
Females	13	
		58
Colored—		
Males	2	
Females	1	
		3
Total—		
Males	47	
Females	14	
		61
9. Number pupils enrolled at end of year:		
White—		
Males	1, 482	
Females	646	
		2, 128
Colored—		
Males	181	
Females	127	
		308
Total—		
Males	1, 663	
Females	773	
		2, 436
10. Average monthly enrollment		2, 095. 5
11. Average monthly enrollment per school during year		39. 8
12. Average total attendance each month per school		590. 5
13. Average daily attendance per school during year		30. 5
14. Average number of days each school kept during year		171. 6
15. Per cent of enrolled pupils attending daily		76. 5
16. Per cent of total population enrolled in schools		3. 3

TABLE 8.—*Report for district No. 6, Gua yama, for the year ending June 21, 1901.*

[George W. Moore, supervisor.]

1. Total population of the district	45,589
2. Number of municipalities in the district	6
3. Number of schools open at end of year (boys, 13; girls, 8; mixed, 17) ..	38
4. Average number of schools open each month	35.7
5. Number of buildings in use for schools at end of year (town, 9; rural, 18) ..	27
6. Average number of teachers employed each month	36
7. Number of American teachers employed during year	7
8. Total number of different teachers employed during year:	
White—	
Males	25
Females	10
	35
Colored—	
Males	2
Females	3
	5
Total—	
Males	27
Females	13
	40
9. Number of pupils enrolled at end of year :	
White—	
Males	516
Females	331
	847
Colored—	
Males	450
Females	283
	733
Total—	
Males	966
Females	614
	1,580
10. Average monthly enrollment	1,457.5
11. Average enrollment per school during year	41.4
12. Average total attendance each month per school	573.6
13. Average daily attendance per school during year	29.5
14. Average number of days each school kept during year	173.5
15. Per cent of enrolled pupils attending daily	71
16. Per cent of total population enrolled in schools	3.4

TABLE 9.—*Report for district No. 7, Coamol, for the year ending June 21, 1901.*

[S. W. Eckman, supervisor.]

1. Total population of the district	83,186
2. Number of municipalities in the district	5
3. Number of schools open at end of year (boys, 3; girls, 2; mixed, 53) ..	58
4. Average number of schools open each month	54.2
5. Number of buildings in use for schools at end of year (town, 8; rural, 36) ..	44
6. Average number of teachers employed each month	55
7. Number of American teachers employed during year	7
8. Total number of different teachers employed during year:	
White—	
Males	47
Females	11
	58
Colored—	
Males	4
Females	2
	6
Total—	
Males	51
Females	13
	64

9. Number of pupils enrolled at end of year:

White—		
Males.....	1,375	
Females.....	750	
		2,125
Colored—		
Males.....	476	
Females.....	264	
		740
Total—		
Males.....	1,851	
Females.....	1,014	
		2,865
10. Average monthly enrollment.....		2,472.6
11. Average enrollment per school during year.....		45.6
12. Average total attendance each month per school.....		679.5
13. Average daily attendance per school during year.....		35.3
14. Average number of days each school kept during year.....		170.1
15. Per cent of enrolled pupils attending daily.....		77
16. Per cent of total population enrolled in schools.....		3.4

TABLE 10.—*Report for district No. 8, Ponce, for the year ending June 21, 1901.*

[Jean L. Ankrom, supervisor.]

1. Total population of district.....	55,477	
2. Number of municipalities in the district.....	1	
3. Number of schools open at end of year, all mixed.....	49	
4. Average number of schools open each month.....	49.2	
5. Number of buildings in use for schools at end of year (town, 7; rural, 23).....	30	
6. Average number of teachers employed each month.....	50	
7. Number of American teachers employed during year.....	12	
8. Total number of different teachers employed during year:		
White—		
Males.....	28	
Females.....	22	
		50
Colored—		
Males.....	3	
Females.....	4	
		7
Total—		
Males.....	31	
Females.....	26	
		57
9. Number of pupils enrolled at end of year:		
White—		
Males.....	732	
Females.....	480	
		1,212
Colored—		
Males.....	464	
Females.....	404	
		868
Total—		
Males.....	1,196	
Females.....	884	
		2,080
10. Average monthly enrollment.....		2,031.2
11. Average monthly enrollment per school during year.....		41.1
12. Average total attendance each month per school.....		636
13. Average daily attendance per school during year.....		33.5
14. Average number of days each school kept during year.....		171.4
15. Per cent of enrolled pupils attending daily.....		81.5
16. Per cent of total population enrolled in schools.....		3.7

TABLE 11.—*Report for district No. 9, Yauco, for the year ending June 21, 1901.*

[Chas. E. Foote, supervisor.]

1. Total population of the district.....	59,348	
2. Number of municipalities in the district.....	4	
3. Number of schools open at end of year (boys, 2; mixed, 44).....	46	
4. Average number of schools open each month.....	43.7	
5. Number of buildings in use for schools at end of year (town, 7; rural, 23).....	30	
6. Average number of teachers employed each month.....	46	
7. Number of American teachers employed during year.....	7	
8. Total number of different teachers employed during year:		
White—		
Males.....	35	
Females.....	14	
		49
Colored—		
Males.....		1
Total—		
Males.....	36	
Females.....	14	
		50
9. Number of pupils enrolled at end of year:		
White—		
Males.....	913	
Females.....	607	
		1,520
Colored—		
Males.....	483	
Females.....	314	
		797
Total—		
Males.....	1,396	
Females.....	921	
		2,317
10. Average monthly enrollment.....	2,119.4	
11. Average monthly enrollment per school during year.....	48.6	
12. Average total attendance each month per school.....	731.4	
13. Average daily attendance per school during year.....	38	
14. Average number of days each school kept during year.....	170.7	
15. Per cent of enrolled pupils attending daily.....	77.8	
16. Per cent of total population enrolled in schools.....	3.9	

TABLE 12.—*Report for district No. 10, San German, for the year ending June 21, 1901.*

[Paul G. Miller, supervisor.]

1. Total population of the district.....	53,501	
2. Number of municipalities in the district.....	4	
3. Number of schools open at end of year (boys, 8; girls, 3; mixed, 29).....	40	
4. Average number of schools open each month.....	39.1	
5. Number of buildings in use for schools at end of year (town, 6; rural, 19).....	25	
6. Average number of teachers employed each month.....	40	
7. Number of American teachers employed during year.....	7	
8. Total number of different teachers employed during year:		
White—		
Males.....	23	
Females.....	17	
		40
Colored—		
Males.....	2	
Females.....	2	
		4
Total—		
Males.....	25	
Females.....	19	
		44

9. Number of pupils enrolled at end of year:

White—		
Males.....	879	
Females	622	
		1,501
Colored—		
Males.....	252	
Females	182	
		434
Total—		
Males.....	1,131	
Females	804	
		1,935
10. Average monthly enrollment.....		1,825.9
11. Average enrollment per school during year.....		46.5
12. Average total attendance each month per school.....		685.5
13. Average daily attendance per school during year.....		35.3
14. Average number of days each school kept during year.....		171.8
15. Per cent of enrolled pupils attending daily.....		75.9
16. Per cent of total population enrolled in schools.....		3.6

TABLE 13.—*Report for district No. 11, Mayaguez, for the year ending June 21, 1901.*

[John Mellowes, supervisor.]

1. Total population of the district.....	63,505	
2. Number of municipalities in the district.....	3	
3. Number of schools open at end of year (boys, 7; girls, 6; mixed, 41) ..	54	
4. Average number of schools open each month.....		52.3
5. Number of buildings in use for schools at end of year (town, 7; rural, 29)		36
6. Average number of teachers employed each month.....		55
7. Number of American teachers employed during year.....		7
8. Total number of different teachers employed during year:		
White—		
Males.....	32	
Females	23	
		55
Colored—		
Males.....	1	
Females	3	
		4
Total—		
Males.....	33	
Females	26	
		59
9. Number of pupils enrolled at end of year:		
White—		
Males.....	1,112	
Females	860	
		1,972
Colored—		
Males.....	382	
Females	254	
		636
Total—		
Males.....	1,494	
Females	1,114	
		2,608
10. Average monthly enrollment.....		2,457.1
11. Average enrollment per school during year.....		46.7
12. Average total attendance each month per school.....		716.3
13. Average daily attendance per school during year.....		37.2
14. Average number of days each school kept during year.....		172.6
15. Per cent of enrolled pupils attending daily.....		79.5
16. Per cent of total population enrolled in schools.....		4.1

TABLE 14.—*Report for district No. 12, Aguadilla, for the year ending June 21, 1901.*

[Wm. R. O'Neil, supervisor.]

1. Total population of the district	63,874
2. Number of municipalities in the district	5
3. Number of schools open at end of year (boys, 3; girls, 2; mixed, 42) ..	47
4. Average number of schools open each month	46.3
5. Number of buildings in use for schools at end of year (town, 6; rural, 28)	34
6. Average number of teachers employed each month	47
7. Number of American teachers employed during year	6
8. Total number of different teachers employed during year:	
White—	
Males	34
Females	15
Colored—	
Males	3
Total—	
Males	37
Females	15
9. Number of pupils enrolled at end of year:	
White—	
Males	1,108
Females	504
Colored—	
Males	264
Females	215
Total—	
Males	1,372
Females	719
10. Average monthly enrollment	2,091
11. Average enrollment per school during year	2,079
12. Average total attendance each month per school	44.9
13. Average daily attendance per school during year	553.3
14. Average number of days each school kept during year	29.2
15. Per cent of enrolled pupils attending daily	170.2
16. Per cent of total population enrolled in schools	65
	3.2

TABLE 15.—*Report for district No. 13, Camuy, for the year ending June 21, 1901.*

[E. W. Hutchinson, supervisor.]

1. Total population of the district	64,539
2. Number of municipalities in the district	5
3. Number of schools open at end of year (boys, 12; girls, 1; mixed, 41) ..	54
4. Average number of schools open each month	50.1
5. Number of buildings in use for schools at end of year (town, 10; rural, 34)	44
6. Average number of teachers employed each month	50
7. Number of American teachers employed during year	6
8. Total number of teachers employed during year:	
White—	
Males	43
Females	15
Colored—	
Females	58
Total—	
Males	2
Females	43
	17
	60

9. Number of pupils enrolled at end of year:

White—		
Males.....	1, 577	
Females.....	585	
		2, 162
Colored—		
Males.....	185	
Females.....	87	
		272
Total—		
Males.....	1, 762	
Females.....	672	
		2, 434
10. Average monthly enrollment.....		2, 260. 3
11. Average enrollment per school during year.....		45
12. Average total attendance each month, per school.....		605. 6
13. Average daily attendance per school during year.....		32
14. Average number of days each school kept during the year.....		170. 5
15. Per cent of enrolled pupils attending daily.....		71
16. Per cent of total population enrolled in schools.....		3. 7

TABLE 16.—*Report for district No. 14, Arecibo, for the year ending June 21, 1901.*

[R. R. Lutz, supervisor.]

1. Total population of the district.....	100, 254	
2. Number of municipalities in the district.....	3	
3. Number of schools open at end of year (boys, 7; girls, 5; mixed, 30)...	42	
4. Average number of schools open each month.....	39. 4	
5. Number of buildings in use for schools at end of year (town 9, rural 23)	32	
6. Average number of teachers employed each month.....	42	
7. Number of American teachers employed during year.....	4	
8. Total number of different teachers employed during year:		
White—		
Males.....	32	
Females.....	14	
		46
Colored—		
Male.....		1
Total—		
Males.....	33	
Females.....	14	
		47
9. Number of pupils enrolled at end of year:		
White—		
Males.....	1, 159	
Females.....	571	
		1, 730
Colored—		
Males.....	194	
Females.....	124	
		318
Total—		
Males.....	1, 353	
Females.....	695	
		2, 048
10. Average monthly enrollment.....		1, 846. 5
11. Average enrollment per school during year.....		46. 8
12. Average total attendance each month per school.....		650. 4
13. Average daily attendance per school during year.....		34. 1
14. Average number of days each school kept during year.....		171. 9
15. Per cent of enrolled pupils attending daily.....		72. 8
16. Per cent of total population enrolled in schools.....		2

TABLE 17.—*Report for district No. 15, Manatí, for the year ending June 21, 1901.*

[José L. Fajardo, supervisor.]

1. Total population of the district	69,182	
2. Number of municipalities in the district	5	
3. Number of schools open at end of year (boys, 10; girls, 7; mixed, 30) ..	47	
4. Average number of schools open each month	45.7	
5. Number of buildings in use for schools at end of year (town, 7; rural, 27) ..	34	
6. Average number of teachers employed each month	49	
7. Number of American teachers employed during year	3	
8. Total number of different teachers employed during year:		
White—		
Males	31	
Females	11	
		42
Colored—		
Males	7	
Females	1	
		8
Total—		
Males	38	
Females	12	
		50
9. Number of pupils enrolled at end of year:		
White—		
Males	994	
Females	503	
		1,497
Colored—		
Males	368	
Females	295	
		663
Total—		
Males	1,362	
Females	798	
		2,160
10. Average monthly enrollment	2,012.2	
11. Average enrollment per school during year	44.4	
12. Average total attendance each month per school	630.7	
13. Average daily attendance per school during year	32.9	
14. Average number of days each school kept during year	171.4	
15. Per cent of enrolled pupils attending daily	73.3	
16. Per cent of total population enrolled in schools	3.1	

TABLE 18.—*Report for district No. 16, Bayamón, for the year ending June 21, 1901.*

[J. W. Zimmerman, supervisor.]

1. Total population of the district	63,540	
2. Number of municipalities in the district	7	
3. Number of schools open at end of year (boys, 15; girls, 11; mixed, 34; night, 1)	61	
4. Average number of schools open each month	55.2	
5. Number of buildings in use for schools at end of year (town, 11; rural, 33)	44	
6. Average number of teachers employed each month	56	
7. Number of American teachers employed during year	8	
8. Total number of different teachers employed during year:		
White—		
Males	28	
Females	23	
		51
Colored—		
Males	9	
Females	3	
		12
Total—		
Males	37	
Females	26	
		63

9. Number of pupils enrolled at end of year:		
White—		
Males	1, 199	
Females	769	
		1, 968
Colored—		
Males	508	
Females	344	
		852
Total—		
Males	1, 707	
Females	1, 113	
		2, 820
10. Average monthly enrollment		2, 434. 9
11. Average enrollment per school during year		44. 2
12. Average total attendance each month per school		648. 2
13. Average daily attendance per school during year		33. 7
14. Average number of days each school kept during year		172
15. Per cent of enrolled pupils attending daily		76
16. Per cent of total population enrolled in schools		4. 2

TABLE 19.—*Report for the San Juan Graded and High School for the year ending June 21, 1901.*

[Oliver B. Kern, principal.]

1. Number of classes at end of year	8
2. Average number of classes each month during year	7. 8
3. Average number of teachers employed each month	10
4. Number of American teachers employed during year	10
5. Total number of different teachers employed during year:	
White—	
Males	3
Females	8
	11
6. Number of pupils enrolled at end of year:	
White—	
Males	111
Females	86
	197
Colored—	
Males	28
Females	16
	44
Total—	
Males	139
Females	102
	241
7. Average monthly enrollment	236. 3
8. Average enrollment per class during year	30. 4
9. Average total attendance each month per class	494. 5
10. Average daily attendance per class during year	26. 5
11. Average daily attendance in whole school during year	206. 7
12. Average number of days each class kept during year	147. 2
13. Average number of days each class kept each month	18. 4
14. Per cent of enrolled pupils attending daily during year	87
15. Average monthly salary of teachers	\$112. 89

TABLE 20.—*Report for the Fajardo Normal School for the months of April, May, and June, 1901.*

[W. G. Todd, principal.]

1. Average number of teachers employed each month	5
2. Number of American teachers employed during year	5
3. Total number of different teachers employed during year:	
White—	
Males	4
Females	2
	6

4. Number of pupils enrolled at end of year:

White—

Males	8
Females	4

5. Average monthly enrollment	12
6. Average total attendance each month	12.3
7. Average daily attendance during term	235
8. Total number of days school kept during term	12
9. Average number of days school kept each month	58
10. Per cent of enrolled pupils attending daily	19.3
11. Average monthly salary of teachers	97.5
	\$82.31

TABLE 21.—*Report for all the schools in the island for the month ending October 26, 1900.*

1. Number of districts in the island	16
2. Number of municipalities in the island	66
3. Number of schools open during month	609
4. Average number of schools per district	38
5. Number of buildings in use for schools during month	434
6. Number of teachers employed at end of month:	
Males	429
Females	202
	631
7. Average number of teachers per district during month	39.3
8. Number of American teachers employed in island	48
9. Number of pupils enrolled at end of month	24,591
10. Average enrollment per school during month	40.4
11. Average number of pupils per district during month	1,538
12. Average total attendance for month per school	595.3
13. Average daily attendance in whole island during month	18,879
14. Average daily attendance per school during month	31
15. Average daily attendance per district during month	1,179
16. Average number of days each school kept during month	19
17. Per cent of enrolled pupils attending daily	76.7

TABLE 22.—*Report for all the schools in the island for the month ending November 23, 1900.*

1. Number of districts in the island	16
2. Number of municipalities in the island	66
3. Number of schools open during month	666
4. Average number of schools per district	41.6
5. Number of buildings in use for schools during month	478
6. Number of teachers employed at end of month:	
Males	473
Females	221
	694
7. Average number of teachers per district during month	43.3
8. Number of American teachers employed in the island	53
9. Number of pupils enrolled at end of month	27,911
10. Average enrollment per school during month	42
11. Average number of pupils per district during month	1,744
12. Average total attendance for month per school	603.4
13. Average daily attendance in whole island during month	20,830
14. Average daily attendance per school during month	31.2
15. Average daily attendance per district during month	1,295
16. Average number of days each school kept during month	19.3
17. Per cent of enrolled pupils attending daily	74.2

TABLE 23.—*Report for all the schools in the island for the month ending December 21, 1900.*

1. Number of districts in the island	16
2. Number of municipalities in the island	66
3. Number of schools open during month	682
4. Average number of schools per district	42.4
5. Number of buildings in use for schools during month	490

6. Number of teachers employed at end of month:	
Males	483
Females	238
	<hr/> 721
7. Average number of teachers per district during month	45
8. Number of American teachers employed in the island	69
9. Number of pupils enrolled at end of month	29,440
10. Average enrollment per school during month	43.4
11. Average number of pupils per district during month	1,840
12. Average total attendance for month per school	626.3
13. Average daily attendance in whole island during month	22,100
14. Average daily attendance per school during month	32.9
15. Average daily attendance per district during month	1,390
16. Average number of days each school kept during month	18.8
17. Per cent of enrolled pupils attending daily	75.7

TABLE 24.—*Report for all the schools in the island for the month ending January 25, 1901.*

1. Number of districts in the island	16
2. Number of municipalities in the island	66
3. Number of schools open during the month	695
4. Average number of schools per district	43.4
5. Number of buildings in use for schools during month	498
6. Number of teachers employed at end of month:	
White—	
Males	439
Females	214
	<hr/> 653
Colored—	
Males	41
Females	30
	<hr/> 71
Total—	
Males	480
Females	244
	<hr/> 724
7. Average number of teachers per district during month	45.2
8. Number of American teachers employed in the island	74
9. Number of pupils enrolled at end of month	31,149
10. Average enrollment per school during month	44.5
11. Average number of pupils per district during month	1,946
12. Average total attendance for month per school	589.7
13. Average daily attendance in whole island during month	21,614.5
14. Average daily attendance per school during month	31.1
15. Average daily attendance per district during month	1,350
16. Average number of days each school kept during month	18.6
17. Per cent of enrolled pupils attending daily	69.4

TABLE 25.—*Report for all the schools in the island for the month ending February 22, 1901.*

1. Number of districts in the island	16
2. Number of municipalities in the island	66
3. Number of schools open during the month	715
4. Average number of schools per district	44.6
5. Number of buildings in use for schools during month	504
6. Number of teachers employed at end of month:	
White—	
Males	451
Females	218
	<hr/> 669
Colored—	
Males	41
Females	30
	<hr/> 71
Total—	
Males	492
Females	248
	<hr/> 740

7. Average number of teachers per district during month	46.2
8. Number of American teachers employed in the island	84
9. Number of pupils enrolled at end of month	32,753
10. Average enrollment per school during month	45.7
11. Average number of pupils per district during month	2,047
12. Average total attendance for month per school	665.2
13. Average daily attendance in whole island during month	25,370
14. Average daily attendance per school during month	35.7
15. Average daily attendance per district during month	1,580
16. Average number of days each school kept during month	18.7
17. Per cent of enrolled pupils attending daily	77

TABLE 26.—*Report for all the schools in the island for the month ending March 22, 1901.*

1. Number of districts in the island	16
2. Number of municipalities in the island	66
3. Number of schools open during the month (boys, 140; girls, 68; mixed, 510)	718
4. Average number of schools per district	44.8
5. Number of buildings in use for schools during month	510
6. Number of teachers employed at end of month:	
White—	
Males	455
Females	222
	677
Colored—	
Males	40
Females	30
	70
Total—	
Males	495
Females	252
	747
7. Average number of teachers per district during month	46.7
8. Number of American teachers employed in the island	85
9. Number of pupils enrolled at end of month:	
White—	
Males	15,053
Females	8,504
	23,557
Colored—	
Males	5,851
Females	3,711
	9,562
Total—	
Males	20,904
Females	12,215
	33,119
10. Average enrollment per school during month	46
11. Average number of pupils per district during month	2,069
12. Average total attendance for month per school	657.8
13. Average daily attendance in whole island during month	24,340
14. Average daily attendance per school during month	33.9
15. Average daily attendance per district during month	1,520
16. Average number of days each school kept during month	19
17. Per cent of enrolled pupils attending daily	73.5

TABLE 27.—*Report for all the schools in the island for the month ending April 26, 1901.*

1. Number of districts in the island	16
2. Number of municipalities in the island	66
3. Number of schools open during the month (boys, 130; girls, 65; mixed, 537)	732
4. Average number of schools per district	45.7
5. Number of buildings in use for schools during month	510

6. Total number of teachers employed during month:

White—			
Males.....	468		
Females	232		
			700
Colored—			
Males.....	42		
Females	31		
			73
Total—			
Males.....	510		
Females	263		
			773
7. Average number of teachers per district during month			48.3
8. Number of American teachers employed in the island.....			93
9. Number of pupils enrolled at end of month:			
White—			
Males.....	15,669		
Females	8,762		
			24,431
Colored—			
Males.....	5,648		
Females	3,809		
			9,457
Total—			
Males.....	21,317		
Females	12,571		
			33,888
10. Average enrollment per school during month.....			46.3
11. Average number of pupils per district during month			2,118
12. Average total attendance for month per school.....			688.7
13. Average daily attendance in whole island during month.....			25,400
14. Average daily attendance per school during month.....			34.7
15. Average daily attendance per district during month.....			1,586
16. Average number of days each school kept during month.....			19.6
17. Per cent of enrolled pupils attending daily			74.9

TABLE 28.—*Report for all the schools in the island for the month ending May 24, 1901.*

1. Number of districts in the island.....	16
2. Number of municipalities in the island.....	66
3. Number of schools open during the month (boys, 130; girls, 70; mixed, 534)	734
4. Average number of schools per district.....	45.8
5. Number of buildings in use for schools during month (town, 120; rural, 387)	507
6. Total number of teachers employed during month:	
White—	
Males.....	465
Females	235
	700
Colored—	
Males.....	41
Females	31
	72
Total—	
Males.....	506
Females	266
	772
7. Average number of teachers per district during month	48.2
8. Number of American teachers employed in the island.....	95
9. Number of pupils enrolled at end of month:	
White—	
Males.....	15,642
Females	8,833
	24,475

9. Number of pupils enrolled at end of month—Continued.

Colored—		
Males.....	5, 670	
Females.....	3, 755	9, 425
Total—		
Males.....	21, 312	
Females.....	12, 588	33, 900
10. Average enrollment per school during month.....		46. 3
11. Average number of pupils per district during month.....		2, 118
12. Average total attendance for month per school.....		713. 7
13. Average daily attendance in whole island during month.....		26, 424
14. Average daily attendance per school during month.....		36
15. Average daily attendance per district during month.....		1, 650
16. Average number of days each school kept during month.....		19. 6
17. Per cent of enrolled pupils attending daily.....		77. 8

TABLE 29.—*Report for all the schools in the island for the month ending June 21, 1901.*

1. Number of districts in the island.....		16
2. Number of municipalities in the island.....		66
3. Number of schools opened during the month (boys, 132; girls, 71; mixed, 528; night, 2).....		723
4. Average number of schools per district.....		45. 8
5. Number of buildings in use for schools during month (town, 120; rural, 387).....		507
6. Total number of teachers employed during month:		
White—		
Males.....	462	
Females.....	235	697
Colored—		
Males.....	41	
Females.....	31	72
Total—		
Males.....	503	
Females.....	266	769
7. Average number of teachers per district during month.....		48
8. Number of American teachers employed in the island.....		93
9. Number of pupils enrolled at end of month:		
White—		
Males.....	15, 542	
Females.....	8, 763	24, 305
Colored—		
Males.....	5, 695	
Females.....	3, 802	9, 497
Total—		
Males.....	21, 237	
Females.....	12, 565	33, 802
10. Average enrollment per school during month.....		45. 8
11. Average number of pupils per district during month.....		2, 112
12. Average total attendance for month per school.....		675. 4
13. Average daily attendance in whole island during month.....		26, 095
14. Average daily attendance per school during month.....		35. 6
15. Average daily attendance per district during month.....		1, 630
16. Average number of days each school kept during month.....		18. 9
17. Per cent of enrolled pupils attending daily.....		77. 2

TABLE 30.—*Percentage of attendance.*

Name.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May.	June.	Average.
1. San Juan.....	81	77	73	70	74	72	75	88	77	76.5
2. Río Piedras.....	76	72	71	70	72	72	74	76	73	73
3. Fajardo.....	76	79	77	70	79	74	77	80	77	76.5
4. Humacao.....	80	83	79	68	77	76	76	79	78	77.6
5. Caguas.....	78	75	79	69	76	77	79	78	76	76.5
6. Guayama.....	(1)	72	75	63	75	72	69	72	69	71
7. Coamo.....	69	76	79	70	77	79	79	80	82	77
8. Ponce.....	(1)	(1)	83	79	88	76	77	83	85	81.5
9. Yauco.....	80	80	75	72	75	77	79	80	82	77.8
10. San German.....	76	76	76	72	74	74	73	78	82	75.9
11. Mayaguez.....	81	77	79	74	79	78	79	84	83	79.5
12. Aguadilla.....	67	63	68	63	68	58	63	66	66	65
13. Camuy.....	73	68	71	70	76	69	68	70	71	71
14. Arecibo.....	70	69	73	67	76	71	72	76	77	72.8
15. Manati.....	(1)	72	76	72	74	68	74	76	75	73.3
16. Bayamon.....	77	73	71	68	78	79	80	78	78	76
Average for island.....	75.7	74.1	75.3	70	76.1	73.2	74.6	77.7	77	75
San Juan graded and high school....	(2)	92	86	83	85	86	88	86	91	87

¹ Statistics incomplete owing to scarcity of teachers.² School opened November 1.TABLE 31.—*Number of buildings by municipalities.*

Municipality.	Buildings.		Municipality.	Buildings.	
	Town.	Rural.		Town.	Rural.
San Juan.....	2	4	San German.....	2	8
Río Piedras.....	2	7	Cabo Rojo.....	2	7
Trujillo Alto.....	1	3	Lajas.....	1	3
Carolina.....	2	6	Maricao.....	1	1
Loiza.....	2	5	Mayaguez.....	4	19
Fajardo.....	8	6	Añasco.....	2	4
Río Grande.....	1	8	Las Marias.....	1	6
Naguabo.....	1	4	Aguadilla.....	1	8
(Isla de Culebra).....	1	1	Aguada.....	1	5
Humacao.....	1	7	Moca.....	1	5
Yabucoa.....	1	3	Rincón.....	2	3
Juncos.....	1	5	San Sebastian.....	1	7
Vieques.....	2	4	Camuy.....	3	4
Caguas.....	2	8	Hatillo.....	1	7
Cayey.....	1	5	Ysabela.....	2	9
Cidra.....	2	5	Lares.....	2	9
Aguas Buenas.....	1	3	Quebradillas.....	2	5
Gurabo.....	2	5	Arecibo.....	2	10
San Lorenzo.....	1	5	Utua.....	4	10
Guayama.....	3	4	Adjuntas.....	3	3
Arroyo.....	2	1	Manati.....	1	9
Patillas.....	1	6	Vega Baja.....	2	5
Maunabo.....	1	2	Vega Alta.....	2	4
Salinas.....	1	2	Morovis.....	1	5
Santa Isabel.....	1	3	Ciales.....	1	4
Coamo.....	3	9	Bayamon.....	3	16
Juana Díaz.....	1	6	Toa Baja.....	1	2
Aibonito.....	2	5	Toa Alta.....	1	2
Barranquitas.....	1	7	Dorado.....	1	1
Barros.....	1	9	Corozal.....	1	4
Ponce.....	7	23	Naranjito.....	1	4
Yauco.....	2	10	Coemrio.....	2	4
Sabana Grande.....	2	4	(Cataño).....	1	.....
Guayanilla.....	1	5			
Peñuelas.....	2	4	Total.....	120	387

San Juan High School..... 1
 Fajardo Normal School..... 1

TABLE 32.—*Cost of schools to municipalities.*

Dis- trict.	Municipality.	Rent of schools.	Teachers' houses.	Inciden- tals.
1	San Juan.....	\$6,984.00	\$8,403.00	\$3,471.12
	Río Piedras.....	315.00	855.00	718.99
2	Carolina.....	515.20	360.00	324.75
	Trujillo Alto.....	48.00	228.00	34.00
	Loíza.....	348.00	360.00	12.00
	Fajardo.....	915.40	775.20	566.00
3	Río Grande.....	748.00	552.00	116.00
	Naguabo.....	728.60	647.14	323.80
	Humacao.....	436.50	973.00	1,057.00
	Yabucoa.....	573.00	600.26	115.80
4	Juncos.....	433.50	174.00	238.42
	Vieques.....	298.80	382.50	83.70
	Caguas.....	536.00	600.00	74.00
	Gurabo.....	266.10	125.50	.....
5	Aguas Buenas.....	270.00	150.00	153.00
	San Lorenzo.....	244.80	168.00	21.00
	Cidra.....	216.00	348.00	122.50
	Cayey.....	828.00	554.16	29.00
	Guayama.....	518.40	944.47	133.60
	Maunabo.....	281.80	236.00	82.00
	Patillas.....	86.40	270.46	154.34
6	Arroyo.....	292.35	204.50	43.91
	Salinas.....	188.40	152.54	.....
	Santa Isabel.....	489.60	327.60	183.60
	Coamo.....	1,030.91	886.53	202.81
	Juana Díaz.....	1,074.00	1,000.00	.....
7	Aibonito.....	548.80	463.00	55.00
	Barranquitas.....	618.50	157.00	132.28
	Barros.....	494.00	297.60	203.33
8	Ponce.....	4,353.52	5,567.33	1,990.31
	Yauco.....	1,035.00	864.00	500.22
9	Sabana Grande.....	498.00	249.60	262.09
	Guayanilla.....	468.00	360.00	101.26
	Peñuelas.....	386.40	373.20	.....
	San German.....	261.00	834.00	415.00
10	Cabo Rojo.....	230.00	590.00	95.24
	Lajas.....	282.30	227.90	97.83
	Maricao.....	417.61	324.00	85.40
	Mayaguez.....	5,649.00	5,728.00	1,865.00
11	Añasco.....	574.00	301.00	180.00
	Las Marías.....	447.00	234.00	173.00
	Aguadilla.....	308.20	924.40	11.50
	Aguada.....	134.36	134.36	54.95
12	San Sebastian.....	270.00	589.80	308.35
	Moca.....	259.20	244.80	96.00
	Rincón.....	.....	.....	.....
	Camuy.....	336.00	504.00	136.53
	Hatillo.....	213.44	375.80	170.00
13	Ysabela.....	717.00	428.00	237.30
	Lares.....	585.00	543.00	478.89
	Quebradillas.....	208.80	143.34	104.24
	Arecibo.....	435.50	1,258.72	689.96
14	Utua.....	667.30	1,053.80	1,133.34
	Adjuntas.....	542.81	507.62	.....
	Manatí.....	774.83	615.61	783.22
	Vega Baja.....	230.40	370.00	220.00
15	Vega Alta.....	102.00	28.00	66.55
	Ciales.....	278.00	443.00	273.00
	Morovis.....	463.86	410.60	308.39
	Bayamon.....	1,079.66	862.32	439.40
	Toa Baja.....	230.40	200.40	203.70
	Toa Alta.....	240.00	251.60	99.00
	Dorado.....	180.00	144.00	165.00
	Corozal.....	457.20	331.43	66.36
	Naranjito.....	270.00	150.40	128.85
	Comerio.....	246.00	333.00	98.68
	Totals.....	\$44,159.85	\$47,686.49	\$20,690.51

Grand total, \$112,536.85.

THE SCHOOL LAWS OF PORTO RICO.

[Issued by the Department of Education, April 9, 1901.]

PREFACE.

The following pages contain the school law passed by the legislature of Porto Rico and approved by his excellency Governor Allen. To this is appended the most important of the unrepealed military orders and a few explanatory provisions, making in all a system of laws of great simplicity and utility.

It is believed that these laws will place our system of education upon a firm and rational basis; that subsequent legislative action can readily adjust itself to this general system of laws, and that the prompt and faithful enforcement and acceptance of these provisions will prove to be the most effective method of building here in our midst an enduring system of free public schools.

All inquiries as to the law and all interpretations desired will be cheerfully and promptly furnished by the commissioner of education.

SAN JUAN, *April 9, 1901.*

AN ACT to establish a system of public schools in Porto Rico.

Be it enacted by the legislative assembly of Porto Rico:

GENERAL PROVISIONS.

SECTION 1. That there shall be established and maintained a system of free public schools in Porto Rico, under the direction and supervision of the commissioner of education, for the purpose of providing a liberal education for the children of school age in Porto Rico, for the establishment of higher institutions of learning, including colleges, universities, normal, industrial, mechanical, agricultural, and high schools, together with such other educational agencies as the commissioner of education may from time to time establish and direct.

ELECTION OF SCHOOL DIRECTORS.

SEC. 2. The qualified voters of each school district shall elect at the regular municipal election next succeeding the passage of this act three of their number as directors of the public schools of the district who shall serve without compensation and whose election shall be certified in the same manner as that of other officers elected at the same time. These three officers shall be known as the school board. They shall proceed by lot to determine their tenure; one shall serve for three years, one for two years, and one for one year, and at each succeeding annual election one director shall be elected as above provided to serve for three years; provided, that from and after the passage of this act the present school trustees shall serve until the school boards herein provided shall have been duly elected and organized.

ORGANIZATION OF SCHOOL BOARD.

SEC. 3. Upon the first Tuesday of June in each and every year the school board of each school district shall meet and organize by taking an oath of office and by electing from their own number a president and a secretary, and certify said organization and officers to the commissioner of education.

The school board shall meet monthly or oftener as required, and two shall constitute a quorum for the transaction of business. They shall elect one qualified voter, not a member of the board, treasurer of the district. The president and secretary shall perform all the duties usually appertaining to such offices, and make such reports to the commissioner of education as he may from time to time require.

The treasurer of the school board may be the treasurer of the municipality in which said school district shall be situated, and said treasurer shall, as treasurer of the school board, conform in every respect to the conditions and regulations provided by law for the regulation of his duties as treasurer of the municipality.

The treasurer of the school board shall pay only such amounts as are authorized in writing and signed by the president and secretary of the school board, and no account shall be allowed unless previously ordered at a regular or duly called meeting of said school board.

DUTIES OF SCHOOL BOARDS.

SEC. 4. The school board shall have charge of all school buildings in their respective districts. They shall have power to erect, repair, remodel, and improve school property; rent buildings for school purposes, provide suitable furniture and equipment for the same, employ janitors for school buildings, pay house rent for teachers, erect and keep in good order suitable outbuildings, and in general shall perform such duties as the commissioner of education and the law may require.

SCHOOL FUNDS.

SEC. 5. For the performance of their duties, it is hereby ordered that not less than ten (10) per centum and not more than twenty (20) per centum of all taxes collected and funds received from the insular treasury by any municipality shall be set aside, as collected, and designated as "school funds." The money or moneys thus set aside shall be kept as a separate fund, and shall be apportioned by the ayuntamiento among the respective school boards situated in said municipality, said apportionment to be based upon the number of schools actually in operation in the respective school districts. Said separate funds shall be disbursed by the treasurer of the school district only upon the written authorization of the officers of the respective school boards in said municipality.

The exact percentage of "school funds" within the limits herein specified shall be fixed annually before the 20th day of June in each and every year by the ayuntamiento of the respective municipalities, and such percentum shall be the "school funds" for the succeeding school year. The accounts of the school board and the treasurer shall be audited and in every way treated as the accounts of all other municipal officers.

OPENING OF SCHOOLS.

SEC. 6. Each school board shall annually, on or before July 1st, make a report to the commissioner of education specifying the number of schools they desire to open in their district for the next ensuing school year. This report shall specify the number of rural, graded, English, and principal teachers required, and the commissioner of education shall at once proceed to consider such report, informing the respective school boards not later than August first next ensuing, the number of schools and teachers they may in equity provide for their district.

REMOVAL OF SCHOOL DIRECTOR.

SEC. 7. A member of the school board shall be removed from office by the district court when it is clearly demonstrated by proof upon charges preferred that said director is not performing his duties according to law. No person shall remain a member of the school board if he is, during his term of office, convicted of any felony or crime under the laws of Porto Rico. Proceedings for removal shall be made in the same manner as for vacancies.

VACANCIES IN SCHOOL BOARDS.

SEC. 8. Vacancies in the school boards caused by death, resignation, removal from district, or failure to attend stated or called meetings for two months shall be filled by appointment of the district court. Such appointment shall be made upon nomination by the commissioner of education immediately upon the court being informed of such vacancy, and such appointee, who shall be a qualified voter of the school district, shall at once assume the duties of his office. Information of vacancies shall be considered made when the school board, the supervisor, or superintendent of schools, or a petition signed by five citizens, shall have so reported to the court.

THE SCHOOL YEAR.

SEC. 9. The school year shall in no case exceed ten months, and shall be as much less as the commissioner of education shall direct, provided that in no case shall the school year be less than eight months, and provided further that the school board of any school district may extend the school year beyond the limit fixed by the commissioner of education and to the maximum limit herein provided. Such extension of the school year shall be wholly at the expense of the district authorizing such extension.

THE SCHOOL DAY.

SEC. 10. The school day and the school year shall be such and be so divided as the commissioner of education may determine.

THE SCHOOL MONTH AND HOLIDAYS.

SEC. 11. A school month shall consist of twenty days of actual teaching, legal holidays excepted. But no school shall be opened upon any Saturday or Sunday. Legal holidays within the meaning of this section shall be the following: New Year's Day, Washington's Birthday, Good Friday, Fourth of July, the twenty-fifth of July, Thanksgiving Day, Christmas, and such other days as the legislature may from time to time determine.

TIME OF ELECTION OF SCHOOL BOARDS.

SEC. 12. One school board shall be elected in each municipality at the next election for municipal officers, which board shall have jurisdiction over all schools in their municipality, unless additional boards are created as herein provided, in which case the new board shall have jurisdiction over the schools in the district so created.

NEW SCHOOL DISTRICTS.

SEC. 13. A school district shall be conterminous with the municipality, and the school boards shall have jurisdiction over all schools within their respective districts; provided that any barrio or barrios may, upon petition to the commissioner of education, signed by not less than ten qualified voters of the proposed school district, be authorized by said commissioner to organize and erect a new school district, in which case the jurisdiction of all schools within the new district shall be under the jurisdiction of a temporary school board that shall be appointed by the commissioner of education until the regular school board shall have been elected by the qualified electors of the said district.

CLASSIFICATION AND DISMISSAL OF TEACHERS.

SEC. 14. The teachers of Porto Rico shall be designated as rural teachers, graded teachers, teachers of English, and principal teachers. They shall all be persons of good moral character, and possessed of the attainments required by law. They may be dismissed from office for cruelty, negligence, immorality, or incompetency, upon investigating proceedings, instituted by the commissioner of education, in which investigation the school board and the teacher shall be heard. Such dismissal shall be made by the commissioner of education, who may, if he so decide, suspend a teacher for the same reasons.

SALARIES OF TEACHERS.

SEC. 15. The salaries of all teachers shall be fixed by the commissioner of education, provided that teachers performing similar service shall receive the same salary, and and provided further that the salary of any teacher may be increased by the local school board above the sum set by the commissioner of education; in which case such increase shall be subject to the approval of the commissioner of education and shall be paid from the "school funds" herein provided, and not from the department of education.

RURAL TEACHERS.

SEC. 16. A rural teacher shall receive not less than thirty (30) dollars per school month for each month of actual service. Rural teachers shall pass an examination for a certificate to teach in the rural schools of Porto Rico in the following studies: English language, Spanish language, arithmetic, geography, history of the United States and of Porto Rico, and methods of teaching.

GRADED TEACHERS.

SEC. 17. A graded teacher shall receive not less than forty (40) dollars per school month for each month of actual teaching. Candidates for graded certificates shall pass an examination for a certificate to teach in the graded schools of Porto Rico in the following studies: English language, Spanish language, arithmetic, geography, history of the United States and of Porto Rico, and methods of teaching.

TEACHERS OF ENGLISH.

SEC. 18. Teachers of English shall receive not less than forty (40) dollars per school month for each month of actual service. Teachers of English shall be graduates of a first-class high school, normal school, college or university, or a teacher of extended experience holding a high-grade certificate from some State of the United States, or they shall pass an examination in the English language, including writing, spelling, reading, and grammar, arithmetic, geography, history of the United States, physiology, and methods of teaching. In every village and city maintaining a graded system of schools there shall be at least one teacher of English, and as many more as the commissioner of education may appoint. All teachers of English shall be selected and appointed by the commissioner of education and shall perform the duties he may assign to them. But in all other respects they shall be subject to the same conditions and regulations governing graded teachers.

PRINCIPALS OF GRADED SCHOOLS.

SEC. 19. Principals of graded schools shall receive not less than sixty (60) dollars per school month for each month of actual service. Principals shall be graduates of an accredited normal school, college, or university, or they shall pass an examination for a certificate to teach in the public schools of Porto Rico in the following studies: All the studies required for a graded certificate, and in addition thereto algebra, geometry, physiology, and such additional studies as the commissioner of education may require; provided that no additional study shall be required without giving at least six months' notice of such additional studies. The principal of a graded system of schools shall perform such duties as the commissioner of education may specify.

SELECTION OF TEACHERS.

SEC. 20. Teachers, other than teachers of English, shall be selected for the schools of Porto Rico in the following manner: The school board by a majority vote shall, on or before July 1st of each and every year, certify to the commissioner of education the list of teachers whom they desire to elect for the next ensuing school year. The commissioner of education shall return this list within thirty days with his approval or disapproval of each teacher so nominated, and the school board shall then proceed to elect for the schools of their respective districts, according to law, from the approved list received from the commissioner of education, the teachers for the next ensuing school year. Vacancies shall be filled in the same manner. No applicant for a school shall be certified to the commissioner of education by any school board unless said applicant possesses a legal certificate bearing the signature of the commissioner of education and the seal of the department of education.

HIGHER EDUCATION.

SEC. 21. All high institutions of learning established or to be established in Porto Rico shall be such and shall be so organized and conducted as the commissioner of education may from time to time determine and he shall have full power to make effective this provision, provided that in no case shall the commissioner of education in the execution of this provision expend any sum in excess of that provided for education in Porto Rico.

HOUSE RENT FOR TEACHERS.

SEC. 22. School boards, from the funds at their disposal, shall pay the house rent or provide rooms for teachers as follows: The board may secure at a rent not to exceed in any case fifteen dollars per month suitable building or rooms in which the teacher shall live, or, if they so elect, may, in lieu thereof, make a cash allowance to teachers for house rent as follows: In all villages and rural districts not less than three and not more than eight dollars per month for each and every school month in which the teacher is actually engaged. In all other places not less than six and not more than fifteen dollars per month for each and every school month in which the teacher is actually engaged. In all cases after July 1, 1901, this allowance for house rent shall be paid from the school funds provided for in this act, and said rent or allowance shall in every case be made a part of the agreement between the teacher, the school board, and the commissioner of education, all of whom shall agree to the rent or allowance so specified.

DUTIES AND POWERS OF COMMISSIONER OF EDUCATION.

SEC. 23. The commissioner of education being required by act of Congress of April 12, 1900, to supervise education in Porto Rico, he shall, to comply with said act, appoint from time to time supervisors or superintendents of schools who shall be subject to the commissioner in all respects; he shall prepare and promulgate all courses of study; conduct all examinations; prepare and issue all licenses or certificates to teachers; fix the salaries of teachers; select and purchase all school books, supplies, and equipments necessary for the proper conduct of education; approve of all plans for public school buildings to be erected in Porto Rico; require and collect such statistics and reports from all school boards, supervisors or superintendents, and teachers as he may require, and formulate such rules and regulations as he may from time to time find necessary for the effective administration of his office.

PUBLICATION OF THE SCHOOL LAW.

SEC. 24. Immediately upon the passage of this act the commissioner of education shall compile and publish in pamphlet form in the English and Spanish languages the laws and regulations in force relating to public education in Porto Rico. Said pamphlet shall include this act, and all additional rules, regulations, and orders, not in conflict with this act, which the commissioner of education may, with the approval of the executive council, determine to be necessary to the effective operation of a system of schools in Porto Rico.

TREATMENT OF PUPILS.

SEC. 25. Teachers in the public schools of Porto Rico shall at all times treat their pupils humanely and kindly, and the commissioner of education shall provide such rules and regulations for the discipline of the pupils in the public schools as to enforce the spirit of this act.

NIGHT SCHOOLS.

SEC. 26. The commissioner of education, upon application of twenty young men unable to attend day school for justified reasons, may establish a night school in each town, and may also close the same when the average attendance in any one month does not reach twelve students.

REPEALING CLAUSE.

SEC. 27. All laws, decrees, and military orders, or parts of the same, in conflict with this act, be, and the same are hereby, repealed.

DATE OF OPERATION.

SEC. 28. This act shall take effect on and after March 25, 1901.

Approved, January 31, 1901.

APPENDED LAWS.

Under section 24 of the accompanying act, the commissioner is empowered to add such "additional rules, regulations, and orders" as he may, with the approval of the executive council, determine to be necessary to the effective operation of a system of schools in Porto Rico. He is also required to publish herewith such laws and orders as are still operative in Porto Rico and which are not in conflict with this act.

The following provisions of the school law of May 1, 1899, are still operative:

TITLE TO SCHOOL PROPERTY.

[Section 5, p. 4.]

Every district shall hold, in the corporate name of the district, the title of lands and other property which is now owned or may hereafter be acquired for school purposes in such districts, and no property held by school districts for public school purposes shall be subject to taxation.

TAXATION.

[Section 3, p. 8.]

Whenever the purpose of a school meeting or election is to authorize taxation or the bonding of the district, such meeting or election shall not be legal for said pur-

pose unless its object be advertised, together with the time and place of meeting, for at least thirty days previous.

TREASURER'S DUTIES.

[Section 4, p. 11.]

The treasurer of each district shall receive and pay out all moneys appropriated to or belonging to his district, and keep an accurate account of the public school funds received from the insular treasury and of *the district funds raised by tax*, entering in his books all receipts, so as to indicate the sources from which received and the objects to which made applicable; and disbursements shall be recorded so as to show for what purpose the money was paid.

REPORT OF TREASURER.

[Section 5, p. 11.]

The treasurer shall present and file with the secretary of the district three days before his successor is elected a report in writing, signed by him and containing a statement of all moneys received by him within the year preceding and of all his disbursements, exhibiting vouchers therefor; also the amount received by him of taxes assessed upon the taxable property of the district within the year, purposes for which they were assessed, the amounts assessed for each purpose, which report shall be recorded by the secretary, and if it appears that there is any balance in the hands of the treasurer, he shall pay such balance into the hands of his successor as soon as he executes the bond required as a condition of holding the office of treasurer, and his sureties justify on such bond. The president and secretary shall examine said report, and if correct they shall endorse the same and file a duplicate copy with the department of education.

BOND OF TREASURER.

[Section 6, p. 12.]

The treasurer of each district shall execute a bond to the district in double the amount of money, as near as can be ascertained, which will come into his hands as treasurer during his term, with sufficient surety, to be approved by the president and secretary, conditioned for the faithful discharge of his duties. Such bond shall be filed with the secretary of the district, and a duplicate copy with the signed approval of the president and secretary shall be filed with the department of education.

In case of breach of any condition of said bond, the president shall cause an action to be commenced thereon and prosecuted in the name of the district, and the money when collected shall be applied to the use of the district. The treasurer failing to give bond, as provided herein, or for any cause being unable to attend to his duty, the directors of the district shall proceed to appoint another treasurer, who shall give bond as required herein.

DUTIES OF SECRETARY.

[Section 7, p. 13.]

The secretary shall record the proceedings of the board of directors in a book provided for that purpose; he shall enter therein copies of his report made to the supervisor or to the department of education, and keep and preserve all records, books, and papers belonging to his office, and deliver the same to his successor in office; he shall act as secretary of the district in all its meetings, or, if absent, record the minutes of the secretary pro tempore; his minutes shall show all disbursements authorized by the board of directors and he shall keep an account of all expenses of the school and schoolhouse, and record the cost of outbuildings, fences, and all the conveniences of the schoolroom, such as charts, maps, blackboards, and school libraries provided by the district. He shall issue vouchers for all amounts owed by the district as shown by the disbursements authorized in the minutes, when they become due, which vouchers when countersigned by the president shall become orders upon the treasurer of the district for their face value. Each voucher shall be dated and numbered, and shall state the service or consideration for which it was drawn, and the name of the parties rendering such service or consideration and shall be recorded by the secretary in a book kept by him for that purpose.

POWER OF EMINENT DOMAIN.

[Section 1, p. 23.]

Whenever it shall become necessary for a school district to acquire a site for a schoolhouse, or an addition to a schoolhouse site, and the same shall not be acquired by agreement with the owners thereof, the board of directors of said district may prosecute proceedings for the condemnation of said site and its appraisal by right of eminent domain, following the law of the land in such procedure.

SCHOOLHOUSE NOT A RESIDENCE.

[Section 3, p. 24.]

Where a district provides but one school, said school shall be open to both sexes, and the schoolhouse shall be entirely separate, and upon different premises from the residence of the teacher or any other private family.

CORPORATE POWERS OF SCHOOL BOARD.

[Section 9, p. 25.]

(1) The directors of any school district, organized in accordance with the provisions of this act, may bring action in their corporate capacity in the following cases:

- (a) On a contract made by them in their official capacity.
- (b) To enforce a liability or a duty enforced by law in favor of such officers or their district.
- (c) To recover a forfeiture or penalty given to such officers or their district.
- (d) To recover damages for an injury to their official rights or to public school property of their district.
- (e) To condemn land for public school purposes.
- (f) To enforce the removal of a nuisance dangerous to the health or safety of pupils in the vicinity of public school buildings.

(2) Action may be brought against a district upon a contract made by the directors or for an injury to the rights of the plaintiff arising from some act or omission of the officers of the district. All actions involving a district shall be in the name of the district, and shall not be affected by a change of directors. If a district be disestablished, the insular government will assume its obligations and prosecute its actions.

PENALTY FOR REFUSAL TO SERVE.

[Section 2, p. 27.]

The penalty for refusing to serve after accepting office as a director or officer of the board of directors shall be ten dollars in barrio districts and twenty-five dollars in town districts, which sum shall be forfeited to the school funds for the use of the district.

ALL PUBLIC SCHOOLS FREE.

[Sections 1 and 2, p. 29.]

(1) All schools supported by public taxation, either local or insular, shall be styled public schools, and admission to them shall be free and without charge to all persons between the ages of six and eighteen years who are residents of the island. And it is forbidden any teacher to accept fees for instruction given in public schools during school hours.

(2) The teacher may suspend and the board of education may permanently exclude from public schools under their jurisdiction pupils of bad moral character or who are insubordinate or who possess or are exposed to infectious diseases.

DUTIES AND ABSENCES OF TEACHERS.

[Section 1, p. 33.]

Public school pupils are entitled to instruction in all the subjects prescribed in the course of study, according to their grade and the provisions of this act; and teachers are forbidden to teach any study not authorized in public schools during legal school hours.

[Section 5, p. 44.]

When a teacher, on account of illness or for any other reason of equal moment, is prevented from attending to his duties, the secretary shall immediately notify the commissioner of education of that fact, and said commissioner shall, upon receipt of such notification, appoint a legally qualified substitute to serve until the regular teacher can resume his duties or a successor is legally appointed by the school board. In all such cases the regular teacher can resume his or her work only upon the approval of the school board and of the commissioner of education.

ROOMS FOR SCHOOL AND TEACHER.

[Section 1, p. 42.]

Municipalities must provide rooms for public school purposes, and shall be required to provide separate residences for teachers. Wherever possible municipalities shall provide public school buildings, constructed and furnished according to plans authorized by the commissioner of education, suitable for graded schools. Where municipalities provide such buildings additional teachers sufficient for six grades will be furnished as needed.

VACANCIES TO BE ADVERTISED.

[Section 1, p. 43.]

School boards may advertise vacancies in the schools under their jurisdiction in the Gazette at least five days before electing teachers, with notification of the date and place of meeting.

LIMIT ON RELATIVES OF DIRECTORS.

[Section 2, p. 43.]

If the teacher is a relative within the third degree of any member of the school board, the unanimous vote of those present shall be necessary to elect.

CONTRACT WITH TEACHERS.

[Section 4, pp. 43, 44.]

When the commissioner of education has fully approved and attested to the legal qualifications of the teacher elected, the officers of the board shall sign a written contract, upon blanks furnished by the department of education for that purpose, as party of the first part, with the teacher as party of the second part, engaging him to teach for the following school year, as provided at the meeting of the board. Such contract shall be in triplicate, one copy to be retained and filed by the secretary of the board, one to be forwarded by the secretary to the department of education, and the other to be delivered to the teacher.

CONTRACT MAY BE ANNULLED AND TEACHER SUSPENDED.

[Section 6, p. 44.]

The commissioner of education may annul any contract between a school board and a teacher for cause, and if the board neglects to fill the vacancy may appoint a teacher for the remainder of the year, or until a teacher is legally appointed by the board.

The school board may suspend a teacher from his functions for flagrant immorality or neglect, or for violating the school law, pending action by the commissioner of education.

COMMISSIONER MAY PROVIDE SCHOOL ROOMS.

[G. O. No. 205, sec. 5, 1899.]

Wherever proper school quarters are not provided by the school board within ten days of receipt of notice from the commissioner of education that such quarters should be provided, the commissioner, through the supervisor, may contract for the use of a suitable building or rooms for the public school in question, and such contract shall be recognized as valid against the school board in whose jurisdiction the school is located, and suit for the amount of said rent may be brought against the school funds

by the owner of property thus rented in any court of competent jurisdiction, and if judgment be in favor of claimant such judgment shall be recognized as a legal claim against the school board.

COMMISSIONER MAY APPOINT TEACHERS.

[G. O. No. 165, 1899.]

If the school board fail to provide teachers for the schools, the commissioner of education shall appoint teachers wherever the school boards fail to do so within five days after notification by the commissioner of education that the appointment be made; and such appointment shall be legal until a teacher is duly appointed by the school board.

TEACHERS CAN NOT TAKE ACTIVE PART IN POLITICS.

[G. O. No. 160, sec. 31, 1899.]

Official or other employees of the insular or municipal governments are forbidden from taking active part in any elections or influencing or attempting to influence or control any vote or voters (other than their own individual vote) for or against any candidate or candidates, or from taking active or conspicuous part in any convention or election holding or to be held, or permitting their names to be used as members of political committees or subcommittees, and are warned that such action on their part, upon satisfactory evidence thereof, will cause them to be immediately discharged, and if the name of such person shall be announced as the member of any committee or subcommittee, he shall immediately and publicly resign or he will be deemed guilty.

SUPERVISORS AND SCHOOL BOARD.

[Gaceta No. 202, Aug. 27, 1899.]

Supervisors will be made ex officio members of the school boards of their respective districts without the right to vote. They shall attend all meetings of such boards in a purely advisory capacity.

ATTENDANCE MAY BE ENFORCED.

When a pupil enters a public school of Porto Rico and is enrolled as a member of the school, the pupil shall be regarded as a member of the school until legally dismissed by the proper authorities. The regular and prompt attendance of such pupils shall be compulsory; and the alcalde of the municipality shall enforce attendance, and the police judge may fine parents for failure to have their children regularly in school after they are once enrolled.

PER CENTUM OF SCHOOL FUNDS.

Under section 5 of the school law, the exact per centum of funds that shall constitute the "school funds" shall be fixed annually by the ayuntamiento before the 20th day of June. The minimum fund is 10 per centum of all funds received by the municipality. The school board should see that the per centum is made much more, and, if possible, 20 per centum. This fund should monthly be placed in the hands of the treasurer, and the school board should see that the entire amount legally due them is at once transferred to their treasurer. If for any reason any municipality should fail to comply with this provision, the school board shall at once inform the commissioner of education, who will at once proceed to enforce this provision, and who shall direct the school board as to the proper procedure to secure their legal allotment of public funds.

PAYMENT OF TREASURER.

The treasurer of a school board shall be paid for his services such sum as the school board may determine: Provided, however, That in no case shall the compensation of the treasurer exceed two per centum of all funds actually disbursed by said officer upon the orders of the president and secretary of the school board.

PAYMENT OF OBLIGATIONS OF SCHOOL BOARDS.

School boards shall pay all their obligations promptly, and should under no circumstances incur obligations in excess of their receipts. A statistical report of their

transactions shall be submitted to the commissioner of education at the end of each fiscal year and before the new board is organized.

DUTIES OF DIRECTORS.

School directors shall visit the schools of their respective districts regularly, and shall report to the supervisor of the district all teachers and all equipment they may find to be unsatisfactory. The supervisor will then be directed by the commissioner of education as to the proper reforms to institute. In such cases the cooperation of the school board shall be given, that the unsatisfactory conditions may be promptly remedied.

SUPERVISORS OF SCHOOLS.

The supervisor of schools is at all times under the immediate direction and guidance of the commissioner of education, and shall in every manner consistent with the welfare of the schools cooperate with and assist the local boards in performing their duties under the law. Their duties shall be prescribed by the commissioner of education, and their services may be dispensed with if at any time he may deem it necessary for the good of the schools to do so. They shall receive the cordial support and assistance of teachers, parents, and school boards, and their functions as representatives of the commissioner of education shall be respected and obeyed.

LEYES ESCOLARES DE PUERTO RICO.

[Publicadas por el Departamento de Instrucción en 9 de Abril de 1901.]

PREFACIO.

Las siguientes páginas contienen la ley escolar votada por la legislatura de Puerto Rico y aprobada por S. E. el Gobernador Allen. A ella van unidas las más importantes disposiciones de las Ordenes Militares, aún en vigor, y un corto número de nuevas disposiciones aclaratorias, formando en conjunto todas ellas un sistema de leyes de la mayor sencillez y utilidad.

Es de creer que estas leyes colocarán nuestro sistema de instrucción sobre una base firme y racional; que siendo como es este un sistema de leyes amplio y general, la legislatura en el futuro podrá ajustar á ella sus actos fácilmente, y que el aceptar sus disposiciones y ponerlas en vigor fiel y prontamente será el mejor medio de demostrar que es el método más eficaz de establecer aquí, entre nosotros, un sistema duradero de escuelas públicas gratuitas.

El comisionado de instrucción tendrá un verdadero placer en responder á las consultas que hacerle quieran, así como también en dar cuantas explicaciones sean necesarias para la mejor interpretación de esta ley.

SAN JUAN, *Abril 9 de 1901.*

LEY ESTABLECIENDO UN SISTEMA DE ESCUELAS PÚBLICAS EN PUERTO RICO.

Decrétese por la Asamblea Legislativa de Puerto Rico.

DISPOSICIONES GENERALES.

SECCIÓN 1. Que se establecerá y sostendrá en Puerto Rico un sistema de escuelas públicas gratuitas bajo la dirección é inspección del comisionado de instrucción, con el objeto de facilitar á los niños de Puerto Rico que tengan la edad necesaria para asistir á las escuelas, una instrucción amplia y gratuita; de establecer instituciones de enseñanza superior, incluyendo colegios, universidades, escuelas normales, industriales, mecánicas, de agricultura y high schools, así como cualesquiera otra institución, sociedad educativa, etc., que el comisionado de instrucción pueda establecer y dirigir.

ELECCIÓN DE LOS DIRECTORES ESCOLARES Ó MIEMBROS DE LA JUNTA.

SEC. 2. Los electores legales de cada distrito escolar elegirán, en la primera elección municipal que tenga efecto después de ser aprobada esta ley, tres personas de entre

ellos mismos, las cuales serán los directores de las escuelas públicas del distrito; desempeñarán sus cargos gratuitamente y recibirán un certificado de su elección del mismo modo que los demás funcionarios municipales elegidos al mismo tiempo. Reunidos estos tres formarán la corporación que será conocida con el nombre de Junta Escolar y procederán á determinar, por medio de la suerte, el tiempo que ha de servir cada uno. Uno de ellos desempeñará su cargo por tres años, otro por dos años, y el tercero por un año solamente. En la elección anual subsiguiente será elegido un director en la forma antedicha, el cual desempeñará su cargo por tres años, disponiéndose que, á partir de la fecha de la aprobación de esta ley, los actuales miembros de las juntas seguirán en sus puestos hasta que las juntas escolares ordenadas por esta ley sean elegidas y organizadas debidamente.

ORGANIZACIÓN DE LA JUNTA ESCOLAR.

SEC. 3. El primer martes del mes de Junio de cada año, la junta escolar de cada distrito escolar se reunirá y organizará eligiendo de su seno un presidente y un secretario después de haber prestado cada uno de sus miembros el juramento oficial de su cargo y dará cuenta al comisionado de instrucción, por medio de la certificación correspondiente, de esta organización y de los nombres de los elegidos.

La junta escolar se reunirá mensualmente ó más á menudo si fuere necesario, y dos de sus miembros formarán quorum para el despacho de los asuntos. Como tesorero del distrito será elegido por ellos una persona que goce también del derecho electoral y no pertenezca á la junta. El presidente y el secretario cumplirán con los deberes ordinariamente asignados á estos cargos y enviarán al comisionado de instrucción los informes que este pueda pedirles.

El tesorero de la junta escolar puede ser el depositario ó tesorero de la municipalidad en que el distrito escolar esté situado, y se ajustará en un todo, como tesorero de la junta escolar, á las condiciones y reglas señaladas por la ley para el desempeño de sus deberes como tesorero de la municipalidad.

El tesorero de la junta escolar pagará solamente las sumas ordenadas por escrito y autorizadas por las firmas del presidente y del secretario de la junta escolar, y ningún pago será hecho á menos que no haya sido ordenado previamente en una sesión ordinaria de dicha junta ó en alguna que haya sido debidamente convocada como extraordinaria.

DEBERES DE LAS JUNTAS ESCOLARES.

SEC. 4. Las juntas escolares tendrán á su cargo todos los edificios para escuelas que haya en sus distritos respectivos. Tendrán poder bastante para construir, reparar, hacer cambios y mejorar la propiedad escolar, arrendar edificios para escuelas, facilitar el mobiliario y el material convenientes para las mismas, emplear porteros para los edificios, pagar el alquiler de las casas destinadas á viviendas de los maestros, construir letrinas apropiadas y mantenerlas en buen estado, y en general cumplirán con los deberes que el comisionado de instrucción y las leyes puedan exigirles.

FONDOS ESCOLARES.

SEC. 5. Para que estén en condiciones de poder cumplir con sus deberes, por la presente queda ordenado que, de todas las contribuciones recaudadas y de los fondos recibidos del tesoro insular por cualquiera de las municipalidades, se irá separando una cantidad, según vayan unas y otras siendo recibidos, que no podrá ser menor del diez (10) por ciento ni mayor del veinte (20) por ciento, la cual será designada con el nombre de "fondos escolares." Esta cantidad así separada será tenida como un fondo aparte y repartida proporcionalmente por el ayuntamiento entre las respectivas juntas escolares que existen en dicha municipalidad, basando esta proporcionalidad en el número de escuelas que se encuentren abiertas en los respectivos distritos escolares. El tesorero del distrito escolar sólo pagará de estos fondos cuando por escrito sea autorizado para ello por los oficiales de las respectivas juntas escolares de dicha municipalidad.

El tanto por ciento exacto que, dentro de los límites antes señalados, haya de separarse para los "fondos escolares," debe ser fijado por el ayuntamiento de las respectivas municipalidades antes del día 20 de Junio de cada año, y este tanto por ciento será el "fondo escolar" para el año siguiente. Las cuentas de la junta escolar y las del tesorero serán examinadas y en todos respectos tratadas de igual modo que las cuentas de los demás funcionarios municipales.

APERTURA DE ESCUELAS.

SEC. 6. Cada junta escolar enviará un informe al comisionado de instrucción, antes del día primero de Julio de cada año, indicando el número de escuelas que para el

año escolar próximo desea tener en su distrito y el número de maestros rurales, graduados, principales y de inglés que necesite. Este informe será tomado en consideración por el comisionado tan pronto como lo reciba, informando á las respectivas juntas escolares, antes del día primero de Agosto siguiente, del número de escuelas y maestros que en equidad corresponde á su distrito.

DIRECTORES ESCOLARES: SU SEPARACIÓN.

SEC. 7. Cualquier miembro de la junta escolar será separado de su puesto por el tribunal de distrito cuando se demuestre claramente con pruebas que justifiquen los cargos que se formulen que no cumple con los deberes que la ley le señala. Si un miembro de la junta escolar, durante el tiempo que duren sus funciones, es convicto de cualquier delito ó crimen, según las leyes de Puerto Rico, no podrá permanecer en su puesto. El modo de proceder á su separación será el mismo señalado para llenar las vacantes.

VACANTES EN LAS JUNTAS ESCOLARES.

SEC. 8. Las vacantes causadas en la junta escolar por muerte, dimisión, cambio de residencia ó imposibilidad de asistir por dos meses á las sesiones anunciadas ó celebradas, serán cubiertas por nombramiento hecho por el tribunal de distrito. Este procederá á cubrir la vacante tan pronto como tenga noticias de que aquella existe, previa designación por el comisionado de instrucción y el nombrado, que habrá de serlo un elector legal del distrito escolar, procederá inmediatamente á desempeñar los deberes de su cargo. El anuncio de que la vacante existe será tomado en consideración por el juez, cuando la junta escolar, el inspector ó superintendente de escuelas ó cinco vecinos de la municipalidad, en comunicación que lleve sus firmas, así lo participen al tribunal.

AÑO ESCOLAR.

SEC. 9. El año escolar no excederá en ningún caso de diez meses, pudiendo ser más corto si así lo ordenase el comisionado de instrucción; disponiéndose que en ningún caso será menor de ocho meses, y disponiéndose además que cualquier junta escolar de cualesquiera de los distritos escolares podrá extender el año escolar más allá del límite fijado por el comisionado de instrucción y hasta el máximo anteriormente señalado. Cuando la duración del año escolar sea extendida en la forma antedicha, todos los gastos en que se incurra, desde la fecha fijada por el comisionado de instrucción, correrán de cuenta del distrito que autorizó la prórroga de aquel.

DÍA ESCOLAR.

SEC. 10. El día escolar y el año escolar serán los que, y estarán divididos como el comisionado de instrucción determinare.

MES ESCOLAR Y DÍAS FESTIVOS.

SEC. 11. El mes escolar constará de veinte días de enseñanza, no contando entre éstos los días de fiesta legales. Pero ni en estos días de fiesta, ni los Sábados ni los Domingos se enseñará en las escuelas. Los días de fiesta legales en esta sección mencionados son los siguientes: El día de Año Nuevo, el del nacimiento de Washington, el Viernes Santo, el 4 de Julio, el 25 de Julio, Thanksgiving Day, Navidad, y cualesquiera otro que la legislatura pueda señalar como festivo.

ÉPOCA PARA LA ELECCIÓN DE LAS JUNTAS ESCOLARES.

SEC. 12. En las próximas elecciones para funcionarios municipales será elegida una junta escolar en cada municipalidad, la cual tendrá jurisdicción sobre todas las escuelas que en ella radiquen, á menos que, en la forma que previene esta ley, sean creadas nuevas juntas escolares, en cuyo caso la nueva junta tendrá jurisdicción sobre las escuelas del distrito así organizado.

NUEVOS DISTRITOS ESCOLARES.

SEC. 13. El distrito escolar abarcará los mismos límites que la municipalidad, y las juntas escolares tendrán jurisdicción sobre todas las escuelas que estén situadas dentro de sus respectivos distritos; disponiéndose que, cualquier barrio ó barrios pueden ser autorizados por el comisionado de instrucción para organizar y constituir un nuevo distrito escolar por medio de solicitud dirigida á dicho comisionado y firmada por diez electores legales, cuando menos, del propuesto distrito escolar. En este caso

todas las escuelas comprendidas dentro de los límites del nuevo distrito estarán bajo la jurisdicción de una junta escolar interina que nombrará el comisionado de instrucción hasta que se elija la junta escolar definitiva por los electores legales de dicho distrito.

CLASIFICACIÓN Y SEPARACIÓN DE MAESTROS.

SEC. 14. Los maestros de Puerto Rico serán designados con los nombres de maestros rurales, maestros graduados, maestros de inglés y maestros principales. Todos ellos serán personas de buena reputación moral y poseerán los requisitos exigidos por la ley. Podrán ser separados de sus puestos por crueldad, negligencia, inmoralidad ó incompetencia, previo expediente informativo que instruirá el comisionado de instrucción y en el cual serán oídos la junta escolar y el maestro. La separación de un maestro será hecha por el comisionado de instrucción, quien puede, si así lo decidiere, suspender al maestro por las razones antedichas.

SUELDOS DE LOS MAESTROS.

SEC. 15. Los sueldos de los maestros serán fijados por el comisionado de instrucción; disponiéndose que los maestros que presten iguales servicios recibirán el mismo sueldo; y disponiéndose, además, que el sueldo de cualquier maestro puede ser aumentado por la junta escolar, añadiéndole una cantidad á la señalada por el comisionado de instrucción. En este caso el aumento de sueldo quedará sugeto á la aprobación del Comisionado y será pagado de los "fondos escolares," de que se habla en otra sección, y no por el departamento de instrucción.

MAESTROS RURALES.

SEC. 16. El sueldo del maestro rural no podrá ser menor de treinta (30) dollars por cada mes escolar de servicio activo. Los aspirantes al certificado que habilita para enseñar en las escuelas rurales de Puerto Rico, sufrirán un examen en las siguientes asignaturas: Idioma inglés, idioma español, aritmética, geografía, historia de los Estados Unidos y de Puerto Rico y métodos de enseñanza.

MAESTROS GRADUADOS.

SEC. 17. El sueldo del maestro graduado no podrá ser menor de cuarenta (40) dollars por cada mes escolar de servicio activo. Los aspirantes al certificado que habilita para enseñar en las escuelas graduadas de Puerto Rico, sufrirán un examen en las siguientes asignaturas: Idioma inglés, idioma español, aritmética, geografía, historia de los Estados Unidos y de Puerto Rico y métodos de enseñanza.

MAESTROS DE INGLÉS.

SEC. 18. El sueldo de los maestros de inglés no será menor de cuarenta (40) dollars por cada mes escolar de servicio activo. Los maestros de inglés habrán de ser graduados de un "high school", escuela normal, colegio ó universidad de primera clase, ó maestros de extensa práctica que posean un certificado de grado superior de algún Estado de los Estados Unidos, ó sufrirán un examen en idioma inglés, incluyendo la lectura, escritura y reglas ortográficas de este idioma, gramática inglesa, aritmética, geografía, historia de los Estados Unidos, fisiología y métodos de enseñanza. En cada pueblo y en cada ciudad en que existan escuelas graduadas habrá por lo menos un maestro de inglés, y tantos otros como el comisionado de instrucción crea necesario nombrar. Todos los maestros de inglés serán elegidos y nombrados por el comisionado de instrucción y desempeñarán los deberes que éste les asigne. Pero en cualquier otro respecto estarán sugetos á las mismas condiciones y reglas á que lo están los maestros graduados.

PRINCIPALES DE ESCUELAS GRADUADAS.

SEC. 19. El sueldo del principal de una escuela graduada no será menor de sesenta (60) dollars por cada mes escolar de servicio activo. Los aspirantes al certificado de maestro principal serán graduados de alguna escuela normal, colegio ó universidad acreditados, ó sufrirán un examen que, además de todas las asignaturas que se exigen para obtener el certificado de maestro graduado, comprenderá el algebra, la geometría, la fisiología y las materias adicionales que el comisionado de instrucción crea conveniente exigir; disponiéndose, que ninguna de estas materias adicionales será exigida á los candidatos, si con seis meses de antelación, por lo menos, no se ha dado aviso de su inclusión en el programa del examen. El principal de una escuela graduada desempeñará los deberes que le señale el comisionado de instrucción.

ELECCIÓN DE MAESTROS.

SEC. 20. Con excepción de los maestros de inglés, los demás maestros para las escuelas públicas de Puerto Rico serán elegidos en la siguiente forma: El primero de julio de cada año ó antes de ese día, la junta escolar, por mayoría de votos, pondrá en lista los nombres de los maestros á quienes desea elegir para enseñar en las escuelas durante el año escolar siguiente. Copia certificada de esta lista será remitida al comisionado de instrucción. Este, dentro del término de treinta días devolverá dicha lista, notificando á la junta su aprobación ó desaprobación respecto á cada uno de los maestros designados, y la junta entonces procederá á nombrar, para las escuelas de sus respectivos distritos, á los maestros que han de desempeñarlas durante el año escolar siguiente, tomando para ello los nombres de los que fueron aprobados por el comisionado de instrucción, y subjetándose para hacer el nombramiento á lo prescrito por la ley. Las vacantes serán cubiertas del mismo modo. Las juntas escolares no pondrán en la lista que envíen al comisionado de instrucción el nombre del solicitante, á menos que este no posea un certificado legal con la firma del comisionado y el sello del departamento de instrucción.

ENSEÑANZA SUPERIOR.

SEC. 21. Todas las instituciones de enseñanza superior establecidas ó que han de ser establecidas en Puerto Rico serán y habrán de ser organizadas y dirigidas en la forma que el comisionado de instrucción determinare. Este tendrá plenos poderes para hacer cumplir esta disposición; disponiéndose, que en ningún caso el comisionado de instrucción deberá gastar en el cumplimiento de dicha disposición ninguna suma que exceda de la cantidad destinada á instrucción pública en Puerto Rico.

ALQUILER DE CASAS PARA LOS MAESTROS.

SEC. 22. Las juntas escolares pagarán de los fondos que á su disposición tengan el alquiler de casa para los maestros ó se la facilitarán en la forma siguiente: La junta puede alquilar, por una cantidad que no exceda en ningún caso de quince (15) dollars mensuales, casa ó habitación convenientes para que viva el maestro, ó, si así lo prefiere, puede, en lugar de esto, entregar á los maestros una cantidad para alquiler de casa en la siguiente forma: En todos los pueblos ó distritos rurales esta cantidad no será menor de tres (3) ni mayor de ocho (8) dollars por cada mes escolar en que el maestro preste sus servicios. En todos los demás lugares dicha cantidad no será menor de seis (6) ni mayor de quince (15) dollars por cada mes escolar en que el maestro preste sus servicios. En uno y en otro caso, después del 1º de julio de 1901 esta cantidad para alquiler de casa será pagada de los fondos escolares establecidos por esta ley y dicha cantidad será de todos modos una parte del convenio que se celebre entre el maestro, la junta escolar y el comisionado de instrucción, todos los cuales deberán estar de acuerdo respecto á la cantidad así determinada.

DEBERES Y FACULTADES DEL COMISIONADO DE INSTRUCCIÓN.

SEC. 23. Habiéndose ordenado al comisionado de instrucción por la ley del Congreso de 12 de mayo de 1900 la inspección de la instrucción pública en Puerto Rico, debiera, para cumplir con dicha ley, nombrar inspectores ó superintendentes de escuelas, quienes en todos respectos estarán bajo las órdenes del comisionado; preparar y poner en vigor los cursos de estudios; dirigir los exámenes; preparar y extender las licencias ó certificados para maestros; fijar los sueldos de éstos; elegir y comprar los libros para las escuelas, material de enseñanza, y cuanto sea necesario para la adecuada dirección de la instrucción; aprobar los planos correspondientes á edificios para escuelas públicas que han de ser construidos en Puerto Rico; exigir y recoger estadísticas é informes de todas las juntas escolares, inspectores ó superintendentes, y maestros de quien puedan aquellos ser solicitados; y promulgar las reglas y reglamentos que juzgue necesarios para la mejor marcha de su administración.

PUBLICACIÓN DE LA LEY ESCOLAR.

SEC. 24. Inmediatamente después de aprobada esta ley, el comisionado de instrucción compilará y publicará en inglés y en español, en forma de folleto, las leyes y reglamentos en vigor referentes á instrucción pública en Puerto Rico. Dicho folleto incluirá esta ley, y todas las reglas adicionales, reglamentos y órdenes que no la contradigan y que el comisionado de instrucción, con la aprobación del consejo ejecutivo, pueda considerar necesarios para el mejor desenvolvimiento de un sistema de escuelas públicas en Puerto Rico.

CÓMO DEBE TRATARSE Á LOS DISCÍPULOS.

SEC. 25. Los maestros de las escuelas públicas de Puerto Rico deberán tratar siempre á sus alumnos humana y cariñosamente, y el comisionado de instrucción dictará todas aquellas reglas y reglamentos que sean necesarios para conservar la disciplina de los alumnos en las escuelas públicas y hacer que se cumpla con el espíritu de esta ley.

ESCUELAS NOCTURNAS.

SEC. 26. El comisionado de instrucción puede establecer en cada pueblo una escuela nocturna, siempre que lo solicitaren veinte jóvenes á quienes no sea posible por razones fundadas asistir á la escuela diurna; y puede también clausurar estas cuando el promedio de la asistencia durante cualquier mes no llegase á doce alumnos.

CLÁUSULA DEROGATORIA.

SEC. 27. Todas las leyes, decretos y órdenes militares que en todo ó parte resulten en contradicción con esta ley, son, y de hecho quedarán por ésta derogadas.

FECHA PARA PONER EN VIGOR ESTA LEY.

SEC. 28. Esta ley empezará á regir desde el día 25 de marzo de 1901.

LEYES ADICIONALES.

Por la sección 24 de la adjunta ley el comisionado de instrucción está autorizado para añadir aquellas "reglas, reglamentos y órdenes adicionales" que él, con la aprobación del consejo ejecutivo, pueda considerar necesarios para la mejor marcha del sistema de escuelas de Puerto Rico. Por la misma sección se le exige el publicar, juntamente con esta ley, las leyes y órdenes todavía en vigor en Puerto Rico y que con ella no están en contradicción.

Las siguientes disposiciones de la ley escolar de mayo 1º de 1899, están aún en vigor:

TÍTULOS DE PROPIEDAD DEL DISTRITO.

[Sección 5, p. 4.]

Cada distrito conservará, bajo el nombre que lleve el distrito, los títulos de propiedad de las tierras y todas las demás propiedades que hoy posean ó puedan ser adquiridas en adelante con destino á las escuelas de dichos distritos, y de ningún modo la propiedad que tengan los distritos escolares con destino á las escuelas estará sujeta á contribución.

IMPUESTOS.

[Sección 3, p. 8.]

Siempre que el objeto de un meeting escolar ó elección sea el autorizar impuestos ó la emisión de bonos del distrito, tales meetings ó elecciones no tendrán fuerza legal á menos que su objeto no sea anunciado, juntamente con la fecha y el lugar donde el meeting ha de celebrarse, por lo menos con treinta días de anterioridad.

DEBERES DEL TESORERO.

[Sección 4, p. 11.]

El tesorero de cada distrito recibirá y pagará toda cantidad destinada ó perteneciente á su distrito; llevará clara cuenta de los fondos de las escuelas públicas recibidos del tesoro insular y de los fondos del distrito obtenidos por contribución, dando entrada en sus libros á todo lo que reciba para indicar las fuentes de donde provienen los ingresos y el objeto á que se aplican, y deberá anotar los desembolsos para demostrar á qué fin se destinan los pagos.

INFORME DEL TESORERO.

[Sección 5, p. 12.]

El tesorero presentará y depositará en la oficina del secretario de su distrito, tres días antes de la reunión en que se elija su sucesor, un informe escrito firmado por él y que contenga un estado de todas las cantidades por él recibidas dentro del año pre-

cedente, así como también de todos los gastos, exhibiendo comprobantes de todo ello. Dicho estado contendrá también las cantidades que el tesorero haya recibido por contribuciones repartidas sobre la riqueza imponible del distrito en aquel año, indicando con que fines han sido impuestas y las sumas asignadas á cada uno de estos fines. De dicho estado se hará cargo el secretario y si resulta algún saldo contra el tesorero, este depositará el importe de dicha suma en manos de su sucesor, tan pronto como el nuevo presente la fianza requerida como condición para desempeñar el cargo de tesorero y las garantías sean suficientes. El presidente y secretario examinarán dicho informe y si resultare correcto lo firmarán de conformidad y enviarán una copia duplicada al departamento de instrucción.

FIANZA DEL TESORERO.

[Sección 6, p. 13.]

El tesorero de cada distrito presentará una fianza como seguridad para el fiel cumplimiento de su cargo, equivalente al duplo de la suma de dinero, calculada aproximadamente, que pueda tener en sus manos como tesorero durante el desempeño de este cargo, con suficiente garantía para ser aprobada por el presidente y el secretario. Esta fianza será registrada en la secretaría del distrito, enviando una copia firmada por el presidente y secretario al departamento de instrucción.

En caso de quebranto de alguna de las condiciones de dicha fianza, el presidente hará incoar un proceso en nombre del distrito, y el dinero, cuando se recobre, será usado en beneficio del mismo. Si el tesorero dejase de prestar la fianza ordenada ó por alguna causa se encontrase imposibilitado para atender al cumplimiento de sus obligaciones, los directores de la junta del distrito nombrarán otro tesorero que presente la fianza requerida.

DEBERES DEL SECRETARIO.

[Sección 7, p. 14.]

El secretario tomará nota de los acuerdos de las sesiones del distrito y de la junta de directores en un libro apropiado al objeto; copiará en el los informes que remita al inspector de escuelas ó al departamento de instrucción y conservará y guardará cuidadosamente todos los documentos, libros y papeles que pertenezcan á su oficina, los cuales entregará á su sucesor en el cargo. Actuará como secretario del distrito en todos los meetings, ó, si estuviere ausente, inscribirá las actas del secretario suplente. Dará cuenta en sus actas de todos los desembolsos autorizados por las sesiones de distrito ó por las de los directores y llevará cuenta de todos los gastos de la escuela y de la casa escuela, y notas del costo de las obras hechas en la parte exterior, como letrinas, cercas, etc., y de todos las pertenencias de las salas de clases, como mapas, cartas encerados y bibliotecas escolares, facilitadas por el distrito. Expedirá libramientos por las cantidades que el distrito deba, cuando llegue la época de hacerlas efectivas, según los desembolsos autorizados por la junta y que en las actas deben estar consignados, los cuales libramientos, con el visto-bueno del presidente, serán órdenes de pago para el tesorero del distrito por su valor total. Cada libramiento estará fechado y numerado é indicará el servicio ó la causa por la cual ha sido expedido y el nombre de la persona que prestó el servicio ó motiva la causa y serán asentados en un libro que el secretario destinará á ese objeto.

PODER PARA EXPROPIAR.

[Sección 1, p. 24.]

Siempre que un distrito escolar tenga necesidad de adquirir un sitio ó solar para una casa-escuela ó dar mayor extensión á la casa-escuela y el terreno no pueda ser adquirido por areglo con sus propietarios, la junta de directores de dicho distrito podrá incoar un procedimiento para la expropiación de dicho sitio ó terreno y su tasación, por derecho de utilidad pública, de acuerdo con lo establecido por las leyes para tales casos.

LA CASA-ESCUELA APARTE DE LAS RESIDENCIAS PRIVADAS.

[Sección 3, p. 25.]

Cuando el distrito no abra más que una sola escuela, dicha escuela estará abierta para alumnos de ambos sexos y la casa-escuela estará completamente separada de la morada del maestro ó de otra familia particular cualquiera.

PODERES DE LA JUNTA ESCOLAR.

[Sección 1, p. 26.]

Los directores de cualquier distrito escolar organizado de acuerdo con lo dispuesto en esta ley, pueden ejercer acciones como representantes de la corporación, en los siguientes casos:

- (a) Sobre contratos hechos por ellos con carácter oficial.
- (b) Para asegurar una obligación ó un deber impuestos por la ley en favor de tales funcionarios ó de su distrito.
- (c) Para apelar de toda confiscación, multa ó pena impuesta á los directores ó á su distrito.
- (d) Para exigir indemnización por perjuicios ocasionados á sus derechos oficiales ó á la propiedad de la escuela pública de su distrito.
- (e) Para adquirir terrenos donde edificar escuelas públicas.
- (f) Para obligar á la remoción de toda cosa dañosa á la salud ó seguridad de los alumnos, que exista en la vecindad de los edificios de las escuelas públicas.

Se podrá ejercer acción contra un distrito por contratos hechos por los directores ó por daños inferidos á los derechos del querellante por alguna acción ú omisión de los oficiales del distrito. Todas las acciones que se refieran á un distrito serán seguidas en nombre de éste, y no quedarán afectadas por el cambio de directores. Si un distrito se disuelve, el gobierno asumirá sus obligaciones y proseguirá sus acciones.

PENA POR NEGARSE Á DESEMPEÑAR EL CARGO.

[Sección 2, p. 28.]

El que se negare á servir el puesto de vocal en la junta escolar después de haberlo aceptado, incurrirá en la multa de diez dollars en los distritos de barrio, y de veinte y cinco dollars en los de ciudad. Estas cantidades ingresarán en los "fondos escolares" siendo por lo tanto destinadas al uso del distrito.

ENSEÑANZA GRATUITA EN LAS ESCUELAS PÚBLICAS.

[Sección 1, p. 30.]

Todas las escuelas sostenidas por contribución pública, ya sea local y insular, serán denominadas escuelas públicas y la admisión á ellas será gratuita y sin cargas de ninguna especie para todas las personas desde seis á diez y ocho años de edad que residan en la isla. Queda prohibido á los maestros el aceptar remuneración alguna por la instrucción dada en las escuelas públicas durante las horas de clase.

El maestro puede suspender y la junta escolar excluir de las escuelas que estén bajo su jurisdicción á todos los alumnos de mal carácter moral ó que sean insubordinados ó que tengan ó estén expuestos á enfermedades infecciosas.

DEBERES DE LOS MAESTROS SUBSTITUTOS.

[Sección 1, p. 34.]

Cursarán los alumnos de las escuelas públicas todas las materias señaladas en el plan de estudios, de acuerdo con su grado y las disposiciones de esta ley. Queda prohibido á los maestros el enseñar en las escuelas públicas, durante las horas de clase, cualquier otra materia que no esté incluida en dicho plan.

[Sección 5, p. 46.]

Cuando un maestro por motivos de enfermedad ó por otra causa de igual importancia no pueda atender al cumplimiento de sus deberes, el secretario de la junta inmediatamente dará parte de lo ocurrido al comisionado de instrucción, y éste, al recibo de la comunicación, nombrará un substituto que reuna las condiciones legales para que atienda á la escuela hasta que el maestro reanude sus tareas ó hasta que la junta escolar nombre legalmente un sucesor.

CASAS PARA LAS ESCUELAS Y PARA LOS MAESTROS.

[Sección 1, p. 43.]

Las municipalidades deben facilitar local para las escuelas públicas, y, por separado, residencias para los maestros. Siempre que sea posible, los ayuntamientos proveerán de edificios á las escuelas públicas, construidos y equipados de acuerdo

con los planos autorizados por el comisionado de instrucción como más convenientes para las escuelas graduadas. Donde las municipalidades hayan construido estas casas-escuelas serán enviados como necesarios maestros adicionales en número suficiente para explicar los seis grados.

ANUNCIO DE VACANTES.

[Sección 1, p. 45.]

Las juntas escolares anunciarán las vacantes que ocurran en las escuelas de su jurisdicción en la Gaceta Oficial, cinco días por lo menos antes de la elección de los maestros, señalando la fecha y lugar en que habrá de tener lugar la elección.

ELECCIÓN DE UN PARIENTE DE LOS DIRECTORES.

[Sección 2, p. 45.]

Si el maestro es pariente dentro del tercer grado de algún individuo de la junta escolar, se necesitará el voto unánime de los directores para que su elección sea válida.

CONTRATOS CON LOS MAESTROS.

[Sección 4, p. 46.]

Cuando el comisionado de instrucción hubiere aprobado debidamente y comprobado las condiciones legales del maestro electo, los oficiales de la junta firmarán con éste un contrato, en impresos suministrados por el departamento de instrucción pública con tal objeto, comprometiéndole para enseñar durante el siguiente año escolar, según se proveyó en la sesión de la junta. Este contrato deberá ser extendido en triplicado, reteniendo el secretario de la junta una copia y el maestro otra, y enviando la tercera al departamento de instrucción.

EL CONTRATO PUEDE SER ANULADO Y EL MAESTRO SUSPENDIDO.

[Sección 6, p. 46.]

Podrá el comisionado de instrucción anular cualquier contrato celebrado entre una junta y un maestro cuando hubiere causa, y si la junta se descuidase en cubrir la vacante, el comisionado nombrará un maestro para el resto del año escolar, ó hasta que la junta nombre legalmente otro maestro. Podrá la junta escolar suspender á cualquier maestro por notoria inmoralidad ó negligencia ó por quebrantar la ley escolar, pendiendo su acción de la que tome el comisionado de instrucción.

EL COMISIONADO PUEDE ARRENDAR CASAS PARA ESCUELAS.

[O. G. No. 205, sección 5, 1899.]

En los puntos donde la junta escolar no hubiere provisto casas-escuelas convenientes, dentro de los diez días de haber sido notificado por el comisionado de instrucción de la necesidad de que faciliten dichas casas, el comisionado podrá, por conducto del inspector de escuelas, arrendar la casa ó local que se necesite para dicha escuela pública, y el contrato de arrendamiento obligará á la junta escolar en cuya jurisdicción radique la escuela. El dueño de la finca así arrendada, podrá reclamar judicialmente contra los fondos escolares en cualquier tribunal competente, y, si el fallo resultare á favor del demandante, la decisión del tribunal constituirá una deuda legítima contra la junta.

EL COMISIONADO PUEDE NOMBRAR MAESTROS.

[O. G. No. 165, 1899.]

Si alguna junta escolar dejare de proveer maestros para las escuelas el comisionado de instrucción los nombrará siempre que aquélla dejase de efectuarlo dentro de los cinco días después de la comunicación del comisionado disponiendo que se haga el nombramiento. El hecho por el comisionado tendrá validez legal hasta tanto que la junta nombre un maestro en debida forma.

LOS MAESTROS NO PUEDEN TOMAR PARTE ACTIVA EN LA POLÍTICA.

[O. G. No. 160, sección 31, 1899.]

A los funcionarios ó empleados de los gobiernos insular y municipales, les está terminantemente prohibido tomar parte activa en las elecciones, influir ó tratar de

influir en el voto ó en los votantes (fuera de sus respectivos votos particulares) á favor ó en contra de cualquier candidato ó candidatura, ó tomar parte activa ó prominente en alguna convención ó elección que se esté celebrando ó esté por celebrarse, ó permitir que se haga uso de sus nombres como miembros de comités ó sub-comités políticos, previniéndoles que tal conducta por parte de ellos, probada que fuere á satisfacción, será motivo para que en el acto se les destituya; y si el nombre de algún funcionario se anunciase como miembro de algún comité ó sub-comité de partido político, deberá acto seguido hacer público su renuncia del cargo, so pena de ser considerado culpable.

LOS INSPECTORES Y LA JUNTA ESCOLAR.

[Gaceta No. 202, Agosto 27, 1899.]

Los inspectores de escuelas serán considerados miembros ex-oficio de las juntas escolares de sus respectivos distritos, sin derecho al voto, por lo cual asistirán á las sesiones de dichas juntas con carácter puramente consultivo.

LA ASISTENCIA PUEDE SER OBLIGATORIA.

Cuando un alumno entrare en una escuela pública de Puerto Rico y fuere inscripto en el libro de matrículas, ese alumno será considerado como un miembro de dicha escuela hasta salir de ella por haber completado su instrucción ó ser expulsado por alguna de las causas anteriormente señaladas.

La exacta y puntual asistencia de esos alumnos será obligatoria. Á este fin el alcalde de la municipalidad dictará las órdenes oportunas y el juez de policía puede multar á los padres de familia cuyos hijos no concurren regularmente á la escuela después de haber sido matriculados.

FONDOS ESCOLARES—EL TANTO POR CIENTO.

Por la sección 5 de la ley escolar el tanto por ciento exacto de los fondos que habrán de constituir el fondo escolar será fijado anualmente por el ayuntamiento antes del día 20 de Junio. El minimum de este fondo es el 10 por ciento de todos los fondos recibidos por la municipalidad; pero la junta escolar debe tratar de que ese tanto por ciento sea mayor que el indicado y, si es posible, que se eleve al 20 por ciento. Este fondo debe ser entregado mensualmente al tesorero de la junta, la cual velará por que la cantidad completa que legalmente se les adeuda sea puesta sin demora en manos del tesorero. Si por alguna causa cualquiera de las municipalidades dejase de cumplir esta disposición, la junta escolar dará cuenta en seguida al comisionado de instrucción, quien inmediatamente procederá á disponer lo necesario para que esta disposición sea cumplida, é indicará á la junta escolar el procedimiento que ha de seguir para que le sea entregada la parte de los fondos públicos que le corresponde.

REMUNERACIÓN AL TESORERO.

El tesorero de la junta escolar recibirá por sus servicios la cantidad que dicha junta le señale; disponiéndose, sin embargo, que en ningún caso la remuneración concedida al tesorero excederá del 2 por ciento de la cantidad total por él satisfecha mediante la autorización del presidente y del secretario de la junta escolar.

PAGO DE LAS ATENCIONES DE LA JUNTA ESCOLAR.

Las juntas escolares pagarán puntualmente sus compromisos y por ningún concepto contraerán obligaciones que excedan de los ingresos. A la terminación de cada año económico y antes de que la nueva junta sea organizada, elevarán un informe al comisionado de instrucción dando cuenta de todos los trabajos por ella realizados.

DEBERES DE LOS DIRECTORES.

Los directores escolares visitarán con regularidad las escuelas de sus respectivos distritos é informarán al inspector de cualquier deficiencia que observaren, tanto en lo que á la competencia de los maestros se refiere como en lo que al mobiliario y al material de las escuelas dice relación. El comisionado de instrucción indicará entonces al inspector las reformas que deban ser hechas, para realizar las cuales la junta escolar prestará su cooperación de modo que las deficiencias señaladas puedan ser remediadas prontamente.

INSPECTORES DE ESCUELAS.

El inspector de escuelas estará siempre bajo la inmediata dirección y guía del comisionado de instrucción. Prestará su cooperación á las juntas en todo aquello que pueda redundar en beneficio de las escuelas ó servir para facilitarles el cumplimiento de los deberes que la ley les señala. Sus deberes serán señalados por el comisionado de instrucción, quien, si en cualquier momento lo juzga conveniente, puede separarlo de su puesto. El inspector de escuelas deberá recibir el franco y decidido apoyo de los maestros, padres de familia y juntas escolares, y sus atribuciones, como representante del comisionado de instrucción, deberán ser respetadas y sus indicaciones atendidas.

SPECIMEN BLANK FORMS.

Report of, grade

Session of—	Spelling.	Reading.	Pennmanship.	W. arithmetic.	Geometry.	Physics.	Gen. history.	French.	Latin.	Drawing.	Composition and rhetoric.	Algebra.	Literature.	Biology.		Neatness.	Department.	Times tardy.	Days absent.
1st month.....																			
2d month.....																			
3d month.....																			
4th month.....																			
5th month.....																			
6th month.....																			
7th month.....																			
8th month.....																			
9th month.....																			
Term av																			

[On back.]

SAN JUAN GRADED AND HIGH SCHOOL.

....., Teacher.

Honor and shame from no condition rise;
Act well your part there all the honor lies.

The parent or guardian is respectfully requested to examine and sign this report each month and cause its return to the teacher. It is hoped that this examination will be assiduously performed, and that parents will cooperate with the teacher in all efforts made for the improvement of the school.

Report explained.—100 signifies excellent; 90, very good; 75, ordinary; 70, unsatisfactory; 60, very unsatisfactory.

SIGNATURE OF PARENT OR GUARDIAN.

1st mo	4th mo	7th mo
2d mo	5th mo	8th mo
3d mo	6th mo	9th mo

Report of , grade

Session of—	Spelling.	Reading.	Pennmanship.	W. arithmetic.	M. arithmetic.	Grammar.	Geography.	History.	Physiology.	Drawing.	Composition.	Algebra.	Literature.			Neatness.	Depoirtment.	Times tardy.	Days absent.
1st month
2d month
3d month
4th month
5th month
6th month
7th month
8th month
9th month
Term av.....

[On back.]

SAN JUAN GRADED AND HIGH SCHOOL.

....., Teacher.

Honor and shame from no condition rise;
Act well your part there all the honor lies.

The parent or guardian is respectfully requested to examine and sign this report each month and cause its return to the teacher. It is hoped that this examination will be assiduously performed, and that parents will cooperate with the teacher in all efforts made for the improvement of the school.

Report explained.—100 signifies excellent; 90, very good; 75, ordinary; 70, unsatisfactory; 60, very unsatisfactory.

SIGNATURE OF PARENT OR GUARDIAN.

1st mo	4th mo	7th mo
2d mo	5th mo	8th mo
3d mo	6th mo	9th mo

PEDAGOGICAL LIBRARY, DEPARTMENT OF
EDUCATION.

Received (title).....

No. of volumesLibrary No.....

I agree to return the above within 15
days.

Address:

Date....., 190..

Informe mensual del progreso, conducta y asistencia de....., alumn...de la escuela de.....

Meses escolares.	Lenguaje español.	Lenguaje inglés.	Lectura.	Escritura.	Aritmética.	Historia de los E. U. de A.	Geografía.	Gramática.			Asistencia.	Conducta.	Firma de los padres ó encargados.
1er													
2o													
3o													
4o													
5o													
6o													
7o													
8o													
9o													

Este informe debe llenarse cuidadosamente por el maestro á la terminación del mes escolar poniendo en cada materia la calificación que haya obtenido el alumno, para lo cual tomará el 100 por ciento como la más perfecta, en cada una de ellas. Hecho este deberá enviarlo á casa del alumno para que el padre ó encaagado de éste lo firme y después lo devuelva al maestro, quien lo conservará en su poder, volviendo á hacer lo mismo al final de cada uno de los meses escolares.

Si V. recibe esta hoja por correo, es en contestación de su aplicación. Sírvasse llenar y devolver á W. G. Todd, principal.

LA ESCUELA NORMAL DE PUERTO RICO.

TÉRMINO 1901-1902.

LA FORMA IMPUESTA PARA INGRESAR Y MATRICULAR.

Sírvasse llenar cada línea completa y exactamente excepto los dos últimas, y escribir todo claramente.

.....
Escriba aquí sus nombres enteros, su apellido paterno y materno.

.....
Escriba aquí el nombre entero de su padre si vive; si no, de su madre; si es huerfano, de su pariente más cercano que represente.

.....
Escriba aquí el punto de donde vino, y su edad.

.....
Escriba aquí su dirección en esta ciudad, ó vecindad.

.....
Escriba aquí el nombre de su última escuela, y dé su grado en ésta.

.....
No escriba en esta línea.

Grade in this school

.....
No escriba en esta línea.

Books received

*

[Form R.]

(Page I.)

TEACHERS' MONTHLY REPORT.

Municipality	
School	Grade
Teacher	Supervisor
For month ending, 190..	
1. Total enrollment of pupils at end of month:	
White { Males	Colored { Males
{ Females	{ Females
2. Number of pupils admitted during present month:	
White { Males	Colored { Males
{ Females	{ Females
3. Number of pupils that left during present month:	
White { Males	Colored { Males
{ Females	{ Females
4. Total attendance for the month	
5. Average daily attendance	
6. Total number of days taught during the month	
7. Per cent of enrolled pupils attending daily	
8. Average age of pupils enrolled	

(The above is to be filled out by the teacher at the close of the school month, and handed to the supervisor on his next visit to the school.)

(Page II.)

SUPERVISORS' MONTHLY REPORT.

This page is to be filled in and signed by the supervisor after examining and verifying the report of teacher on Page I.

Date of last visit	Date of present visit
Number of hours in school	Number of classes examined
Attendance as per record book	Actual attendance by count

REMARKS:

(Signed)

.....
Supervisor.

[FORM F.]

MONTHLY REPORT.

(For daily use.)

Municipality	District
School	Grade
Teacher	Supervisor
For month ending, 190..	

1. Total enrollment of pupils
2. Total attendance for the month
3. Total number of days taught
4. Average daily attendance

ABSTRACT OF REMARKS.

[FORM KS.]

DEPARTMENT OF EDUCATION OF PORTO RICO,
 OFICINA DE LA JUNTA ESCODAR,
 Municipalidad de....., 190..

Al Hon. COMISIONADO DE INSTRUCCIÓN.

SEÑOR: La junta escolar de.....ha tenido á bien designar, para tomar á su cargo las escuelas de nuestro distrito en la forma que á continuación se expresa, á los maestros siguientes:

No.	Nombre.	Dirección.	Clase de certificado.	Grado que tendrá á su cargo.
.....
.....
.....
.....

Por acuerdo de la junta, tomado en la sesión celebrada el día....., 190..

.....
Secretario.

DEPARTMENT OF EDUCATION OF PORTO RICO,
 San Juan, , 1901.

M.....

Enclosed herewith please find check No.for \$....., payment in full for your services as teacher during the month of....., 1901. Voucher rendered.

Respectfully,

F. F. BERNARD, *Disbursing Officer.*

Received, this.....day of....., 1901, of F. F. Bernard, disbursing officer, department of education, check in settlement of account as stated above.

.....
 (Firme y devuelva este recibo sin cortarlo en el sobre incluso.)

DEPARTMENT OF EDUCATION OF PORTO RICO,
 OFFICE OF THE COMMISSIONER,
 SAN JUAN.

SEÑOR: Por este mismo correo envío á V., prorrogada, su licencia para enseñar en las escuelas públicas de Puerto Rico. Le remito ahora su certificado con objeto de que tenga tiempo suficiente para cumplir con los requisitos de la ley en cuanto al nombramiento de maestros para el próximo año escolar (debiendo advertirle que hemos renovado su licencia en vista del resultado que como maestro ha venido V. dando durante el presente año). Los informes que de la marcha por V. impresa á su escuela he recibido, son, á mi juicio, suficientes para recomendar sus servicios y para que me apresure á extender este certificado á favor de V. sin necesidad de nuevo examen.

Notará V. que dicho certificado solo es válido por un año y á explicarle voy el por qué hacemos esto. El verdadero objeto que con ello perseguimos es el proteger á los buenos maestros, y, si es posible, separar de las escuelas á aquellos que no cumplen con sus deberes como á hacerlo están obligados.

Este departamento tiene el propósito de continuar extendiendo los certificados de año en año, sin necesidad de examen, á todos los maestros que de su competencia nos den pruebas; pero, como es natural, no entra en sus cálculos el extender dichos certificados á aquellos que á tal distinción no se hagan acreedores. No sólo en bien de los niños que á las escuelas asisten, sino también de los maestros, verdaderamente aptos,

conveniente y justo nos parece que al maestro incompetente no se le expida la licencia para enseñar por un período largo de tiempo.

Por estas razones le incluyo adjunto su certificado, el cual irá renovando sucesivamente el departamento en tanto que su escuela se mantenga á la altura á que deben estar las escuelas de Puerto Rico, y esto lo hago con tanto mayor placer cuanto que ello vendrá á poner un término á la ansiedad sufrida por algunos á causa de la falsa propaganda maliciosamente hecha por algunos, de que el departamento intentaba obligar á todos los maestros á sufrir un examen á la terminación de este año escolar. Jamás pensé en tal cosa y la entrega de esta licencia para enseñar sin haberla V. solicitado y debida solamente á sus propios méritos ha de ser para V. la mejor prueba del propósito que abriga este departamento de proteger de todos los modos posibles á los maestros que plenamente hayan demostrado su aptitud para enseñar. Yo confío en que el año entrante se identificará V. con su trabajo de tal modo, que el resultado que obtenga superará en mucho al obtenido en el presente curso.

A este fin me permito recomendarle el estudio continuado de buenos libros sobre enseñanza y de todo aquello que pueda colocar á V. en primera línea entre los maestros puertorriqueños. Trabajemos todos juntos y en la más completa armonía con objeto de elevar las escuelas de Puerto Rico al mayor grado de progreso que sea posible y de que puedan ser consideradas con interés y miradas con respeto no sólo en Puerto Rico sino también en los Estados Unidos.

Un verdadero placer ha de ser para mí el poder auxiliarle en su trabajo y el resolver sus dudas acerca de cualquier punto sobre el cual quiera consultarme.

Con el mayor respeto y la consideración más distinguida, quedo de V.,

Muy atentamente,

M. G. BRUMBAUGH,
Comisionado de Instrucción.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
SAN JUAN.

SEÑOR: Por este mismo correo envío á V., prorrogada, su licencia para enseñar en las escuelas públicas del Puerto Rico. Le remito ahora su certificado con objeto de que tenga tiempo suficiente para cumplir con los requisitos de la ley en cuanto al nombramiento de maestros para el próximo año escolar. Los informes recibidos de los resultados que en su escuela viene obteniendo me inducen á prorrogar la licencia para enseñar que V. tiene, sin necesidad de nuevo examen.

Notará V. que esa licencia ó certificado sólo es válida por un año, y á explicarle voy el por qué hacemos esto. El verdadero objeto que con ello perseguimos es el proteger á los buenos maestros, y, si es posible, separar de las escuelas á aquellos que no cumplen con sus deberes como á hacerlo están obligados. Este departamento tiene el propósito de continuar extendiendo los certificados de año en año, á todos los maestros que de su competencia nos den pruebas; pero, como es natural, no entra en sus cálculos el extender dichos certificados á aquellos que á tal concesión no se hagan acreedores. No sólo en bien de los niños que á las escuelas asisten sino también de los maestros verdaderamente aptos conveniente y justo nos parece que el maestro incompetente no se le expida la licencia para enseñar por un período largo de tiempo. Al departamento le es muy fácil conocer, á la terminación de cada año escolar, cuáles son los maestros cuyos esfuerzos se han visto coronados por el éxito y protegerlos renovando sus certificados sin necesidad de examen.

También deseo llamar su atención hacia la falsa propaganda maliciosamente hecha por algunos, de que el departamento intentaba obligar á todos los maestros á sufrir un examen á la terminación de este año escolar, á causa de la cual tan grande ansiedad han venido sufriendo muchos maestros. Jamás hemos pensado en tal cosa y la entrega de esta licencia para enseñar, sin haberla V. solicitado ni saber que se le envía, ha de ser para V. la mejor prueba del propósito que abriga este departamento de proteger de todos los modos posibles á todo maestro que haya demostrado plenamente su aptitud ó dado pruebas de su competencia.

Aun cuando esta licencia le habilita á V. para enseñar en las escuelas públicas sin necesidad de examen, yo deseo recomendarle el estudio continuado de buenos libros sobre enseñanza y de todo aquello que pueda colocar á V. en primera línea entre los maestros puertorriqueños. Cualesquiera que sean las circunstancias, nunca deje V. de estudiar. Es mi criterio, y este criterio está basado en mi experiencia de muchos

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años, que el maestro que diariamente no dedica su tiempo y su energía al trabajo que le está confiado, más tarde ó más temprano hallará que el avance dado por el sistema de instrucción ha sido tal que él ha quedado completamente retrasado y sin poder alcanzar de nuevo la altura que en otro tiempo consiguió.

Desearía también recomendar á su consideración la importancia que para V. habría de tener el ingresar en la Escuela Normal de Puerto Rico durante los meses de verano, si esto le fuera posible, ya que de este modo conseguiría V. el irse perfeccionando en el arte de enseñar.

Trabajemos juntos y en la más completa armonía con objeto de elevar las escuelas de Puerto Rico al mayor grado posible y demostrar no sólo al pueblo de Puerto Rico sino también al de los Estados Unidos que nuestras escuelas son dignas del respeto y de la confianza de los buenos ciudadanos.

Un verdadero placer ha de ser para mí el poder auxiliarle en su trabajo y el resolver sus dudas acerca de cualquier punto sobre el cual quiera consultarme.

Con el mayor respeto y la consideración más distinguida, quedo de V.,

Muy atentamente,

M. G. BRUMBAUGH,
Comisionado de Instrucción.

[FORM Q.]

Report of supervisor on teachers.

To the Commissioner of Education.

SIR: The following is my mature judgment concerning the teachers of District No., together with my recommendation concerning them.

....., Supervisor,, 190..

No.	Name of teacher.	Kind of certificate held.	Ability to teach.	Ability to govern.	Moral character.	Should he teach again?	What position?	Remarks.

[FORM S.]

Report on partial services due to resignations and election of new teachers.

To the Commissioner of Education.

SIR: I respectfully report the following changes in the teaching force of my district for the school month beginning and ending, and recommend payment as follows:

Name of teacher.	Taught from—	Until—	Total days.	Remarks.

.....
Supervisor.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, Noviembre 27 de 1900.

A los maestros de Puerto Rico:

Varios son los maestros que han firmado dos contratos en distintos lugares y dejado las escuelas que al principio desempeñaban, sin el consentimiento de la junta escolar ni la aprobación del inspector de escuelas ni de este departamento. A detener

la marcha incorrecta por aquéllos iniciada obedeció nuestra Circular 6-B, que publicamos en el No. 257 de la "Gaceta Oficial," correspondiente al día 2 del mes en curso.

Además de pagar los sueldos de todos los maestros empleados en las escuelas públicas de Puerto Rico, la ley exige á este departamento el inspeccionar la educación en esta isla, por lo cual pusimos en conocimiento de V., con la antelación necesaria, que en lo sucesivo exigiremos al maestro que firme un contrato con alguna junta escolar el más exacto cumplimiento de las condiciones estipuladas, á menos que de ellas no le releve la misma junta que le contrató, de acuerdo con el inspector del distrito correspondiente y el comisionado de instrucción. En adelante, sólo cuando para ello haya razón suficiente será la rescisión de un contrato.

De V. con la mayor consideración,

M. G. BRUMBAUGH,
Comisionado de Instrucción.

Report of....., supervisor in charge of examination at....., held
....., 1901.

[Check all books received of each applicant and forward this with all books to department as soon as examination is over.]

No.	Names.	Kind of certificate.	Spanish language.	English language.	Geography.	U. S. History.	Theory of teaching.	Arithmetic.	Algebra.	Geometry.			Remarks.

I certify that this is a true report of the above-named examination.

[FORM N.]

PUBLIC SCHOOLS OF PORTO RICO.

Pupil's work in.....,
..... school,district,teacher,
..... pupil,age.

....., 190..

To the Commissioner of Education, San Juan, P. R.

SIR: I have the honor to report the following-named teachers, absent from their duties during the month of....., in the schools, and for the reasons appearing opposite their names.

Name.	School.	No. of days.	Cause of absence.
.....
.....
.....
.....

.....
English Supervisor.

PROSPECTO DE LA ESCUELA NORMAL EN FAJARDO.

SITUACIÓN.

Fajardo es una población de cerca de 2,000 habitantes y está situada en la extremidad noroeste de la isla.

El lugar es un hermosísimo valle que mira hacia el mar, estando rodeado por los otros lados de grandes y pintorescas montañas. Es uno de los lugares más saludables en Puerto Rico.

Las aires son frescos y puros y la temperatura jamás es excesiva. Las condiciones de salubridad son buenas, tan buenas como pueden encontrarse en cualquier parte de la isla. Los caminos están en magnífico estado y muchas veces son frecuentados por ciclistas, pudiéndose hacer el viaje hasta San Juan en bicicleta. Durante el año las lluvias, aunque frecuentes, no son excesivas. La comunicación con otros puntos de la costa es fácil pues la compañía de vapores de Nueva York y Puerto Rico recorren la isla al rededor semanalmente.

Entre Fajardo y Humacao existe un excelente camino carretero y el carro del correo hace viajes diariamente de ida y vuelta á San Juan, recorriendo en la mayor parte del viaje, el camino militar que se encuentra en muy buen estado, y excelentes condiciones.

OBJETO.

El objeto del establecimiento de la escuela normal es el ofrecer á la juventud puertorriqueña de ambos sexos, la oportunidad de obtener una completa y práctica educación en la ciencia y arte de la enseñanza, preparando de un modo competente y satisfactorio los futuros maestros de la isla. Al terminar los estudios de reglamento y ser en ellos aprobados los alumnos obtendrán un diploma que les autorizará para enseñar en las escuelas públicas de Puerto Rico sin necesidad de sufrir nuevo examen.

CLASES.

Las clases en el departamento normal están especialmente arregladas para llenar los requisitos de los maestros que actualmente tienen sus certificados próximos á expirar; así como de los maestros en perspectiva, que no han pasado todavía el examen necesario.

NECESIDAD DE MAESTROS.

La demanda de maestros constantemente aumenta. Actualmente hay muchas vacantes, las que no pueden llenarse por falta de maestros competentes.

Los puertorriqueños deben convencerse de que á menos que los hijos del país se preparen para el magisterio, habrá necesidad de traer maestros de otros lugares. Á los hijos del país se les dará siempre la preferencia cuando se les encuentre aptos pero como los métodos escolares adelantan diariamente el maestro de la isla debe también estudiar para poder seguir ese progreso.

El desarrollo del sistema escolar de Puerto Rico no debe retardarse, sólo porque algunos de los maestros, hijos del país, rehusan aceptar las ventajas y oportunidades que hoy se les ofrece.

La intención del departamento de educación es ayudar en lo futuro á los alumnos graduados de la escuela normal á obtener coloción en las escuelas públicas.

AYUDA PARA LOS QUE DESEEN ENTRAR Á COLEGIOS.

Además de las clases normales arregladas para el beneficio de los maestros, la escuela en Fajardo ofrece excelentes ventajas á los que desean obtener un curso de colegio en los Estados Unidos. Las ofertas hechas á la juventud de Puerto Rico por conducto del departamento de educación por algunos de los principales colegios y universidades de los Estados Unidos, piden y aconsejan que los alumnos obtengan aquí una preparación en la enseñanza de inglés, la cual pondrá al alumno en situación de poder pasar el examen preliminar que requieren aquellos establecimientos. Con este fin hemos preparado un plan de estudios, de modo que los padres de familia puedan proporcionar ahora á sus hijos la preparación necesaria sin tener que mandarlos á larga distancia durante los primeros años en que el jóven necesita los cuidados paternales. Los padres pueden enviar á sus hijos ó hijas á la Escuela Normal en Fajardo; personalmente arreglar habitación cómoda para aquellos y visitarlos cuando gusten, así como vigilar los progresos de su educación. Las jóvenes pueden colocarse en casa de familias donde recibirán las atenciones y cuidados posibles y los jóvenes encontrarán la sociedad de Americanos educados lo que les servirá mucho para cuando se encuentren en país donde el idioma y costumbres son nuevos para ellos.

NO HAY REQUISITOS PARA ENTRAR.

Debido á que hay una infinidad de jóvenes inteligentes en Puerto Rico quienes no han tenido la oportunidad de prepararse para entrar y sostener un examen; en el presente no habrá necesidad de que los alumnos se examinen para poder entrar en la Escuela Normal de Fajardo.

Se recibirán con mucho gusto á los alumnos que sólo hablen español. No habra limite de edad, y como un favor especial el gobierno ha ofrecido libros é instrucción gratis á los que entren. Así, que el alumno no tiene más gastos que los que necesita para vivir, siendo este gasto nominal y que no excede de \$10 por mes ó cuando mucho de \$100 anuales.

CLASES EN INGLÉS.

En la actualidad hay cuatro clases en inglés en la escuela, y se formarán otras nuevas para acomodar á los nuevos alumnos que entren, para que así la ignorancia del idioma inglés no sea una dificultad para el alumno que quiera entrar. A continuación añadimos el plan de estudios que será seguido en la Escuela Normal de Fajardo:

Trabajo profesional, dirección y manejo de escuelas, psicología, español é inglés, matemáticas, física, biología, geografía, fisiología, química, música, dibujo, etc.

Puede verse que el plan de estudios es completo y llena las necesidades más importantes de un maestro competente. Las lecciones de pedagogía serán diarias.

El año se divide en dos términos. El 1º empezó Oct. 1º y acabará Feb. 8 de 1901. El segundo término empieza Feb. 11 y acaba 18 semanas después, dando una semana de vacaciones (semana de Pascua).

Sí es posible, los alumnos que deseen entrar deben de hacerlo antes de Feb. 11.

Se harán todos los esfuerzos posibles por colocar á los alumnos en aptitud para la profesión de maestros, ó bien para que puedan tomar la oferta tan liberal hecha por los colegios del Norte.

Todas las comunicaciones deben ser dirigidas al Principal de la Escuela Normal, Fajardo.

DEPARTAMENTO DE INSTRUCCIÓN DE PUERTO RICO,
Julio 19 de 1901.

A los alumnos de la Escuela Normal:

Me permitirán Vds. que en tono de consejo, les dirija algunas palabras, con el fin de que el trabajo que ahora emprenden y su estancia en esta ciudad puedan ser del mayor provecho, no sólo á Vds. mismos, sino también á la gran causa de la instrucción en Puerto Rico, con la que tan íntimamente ligada se halla nuestra escuela.

El agradecimiento que les debo por haber acudido á mi llamamiento el número tan considerable así como también el interés y la ansiedad que la llegada de Vds. produjo, nunca tal vez podrá ser bien comprendida. Al disponer lo necesario para abrir la escuela pensamos que acaso el número de concurrentes no pasaría de doscientos. ¡Cuan grande, pues, no sería nuestra sorpresa al ver que más de ochocientos acudían á ella, abundando entre aquellos los maestros que estuvieron sirviendo las escuelas públicas de esta isla durante el año pasado! Ese entusiasmo en acudir á la escuela de verano habla muy en favor del pueblo de Puerto Rico. Hace muchos días adquirí la convicción de que una de las necesidades más imperiosas que siente la isla es la de un cuerpo de profesores bien instruidos en los modernos métodos, y á estos fines obedece esta escuela. Nosotros queremos allanar á Vds. el camino para que puedan servir á su pueblo con el mayor provecho posible.

Siendo mucho mayor de lo que habíamos pensado el número de alumnos que acudió á la escuela nos vimos obligados á modificar de pronto nuestros planes. Ya podreis calcular por ésto las dificultades por que habremos chocado para dar cabida en ella á tan considerable é inesperado número de estudiantes. Muy presente deben tener Vds. todo ésto para que no se dejen dominar por la impaciencia, ni desanimar por la pequeña confusión ocurrida en los primeros días. Recuerden que sólo por el esfuerzo diario, constante y continuado se llega á conseguir el fin que se desea.

Tengo la seguridad de que esta escuela ha de ser de grandísimo provecho, siendo mi mayor deseo que en ella encuentren Vds. todo cuanto se puede exigir en un establecimiento de esta clase. Con este objeto deseo la cooperación y leal apoyo de todos Vds., así como que presten toda la atención necesaria á las indicaciones que ahora les hago por creer que ellas pueden conducirnos á una completa inteligencia en el trabajo que estamos haciendo. Tengan presente que los maestros de la escuela no

pueden hacerlo todo por Vds.; que también Vds. tienen que trabajar por Vds. mismos. Cualquiera cosa que el maestro les exija deberán hacerla con la misma prontitud y diligencia que Vds. esperan de sus discípulos cuando estéis al frente de sus escuelas.

Desde el principio deberán fijarse en lo que han de hacer, con objeto de no interrumpir más tarde la atención de los demás. Hagan exactamente lo que el maestro que tiene á su cargo la clase les indique. En cualquiera dificultad que se les presente debereis acudir al Profesor Todd en las horas de oficina, pudiendo estar seguros de que él les tratará con la misma amabilidad y les asistirá del mismo modo que yo lo hecho siempre desde que llegué á esta isla y me identifiqué con el trabajo que estais haciendo. No perdais tampoco de vista el que cuanto con más fidelidad y mayor cuidado estudiéis las lecciones que os señalan, tanto mejores han de ser los resultados que obtengais en vuestro trabajo.

Algunos de Vds. se encuentran hoy en una ciudad extraña; algunos quizás no están acostumbrados á vivir lejos de sus familias; muchos seguramente han hecho grandes sacrificios para venir, por lo que les estoy completamente agradecidos. Permitidme, pues, algunas palabras que os puedan dirigir de tal manera que vuestra estancia en esta ciudad sea un ejemplo vivo de lo que debe ser la vida de un maestra.

Ante todo cuiden mucho de su salud. Durante las primeras horas de la noche hagan un poco de ejercicio paseando al aire libre, pero no pierdan su tiempo deteniéndose en las calles é inmiscuyéndose en discusiones innecesarias. Retírense después á sus habitaciones con el fin de preparar las lecciones señaladas para el día siguiente. De este modo harán Vds. que el pueblo de Puerto Rico sepa que los alumnos de esta escuela son maestros ó aspirantes á maestros y que están aquí con un objeto definido, cual es el de estudiar, y así cuanto digan y cuanto hagan habrá de influir en la estimación que les dispense la gente ilustrada de la ciudad. Comportándose de este modo, todos, sin excepción, hablarán de Vds. como de jóvenes modelos. Para mí este es un asunto de grandísima importancia.

Yo creo que á los maestros de Puerto Rico se les presenta ahora la ocasión de demostrar que merecen asistencia, simpatía y cooperación en su trabajo.

Observen en la clase el mismo orden y la misma exactitud que Vds. esperan de sus alumnos en su escuela. Presten completa atención al trabajo que se les encomiende y de ningún modo les pongan reparos. A ese trabajo de ben aplicar toda su voluntad é inteligencia, y así los resultados responderán mejor á la pregunta que naturalmente se haga de sí está bien hecho.

Cuando alguno de la clase responda al maestro, fíjense los demás en lo que dice; pero no se burlen ni critiquen las equivocaciones en que aquel pueda incurrir. Todos nos equivocamos; esta es una verdad incontrastable. Nosotros estamos aquí para corregir esas equivocaciones y queremos que de la manera más cortés y con la mayor consideración se llame hácia ellas la atención de aquellos que acaso no han tenido la oportunidad de aprender á hacer las cosas del mismo modo que nosotros las hacemos. Que el espíritu de caridad, de fraternidad y de respeto caracterice este importante trabajo.

Finalmente, queremos presentar á Vds. el pensamiento que con más cariño hemos venido acariciando. Deseamos abrir el próximo Octubre, en Río Piedras, la Escuela Normal de Puerto Rico. Esta escuela de verano es el embrión de la normal. Empecemos por elevar los conocimientos á tal grado que sea fácil el dirigir la escuela cuando quede organizada y el llevar á cabo los planes que tenemos, de modo que resulte lo que esperamos. El sentimiento favorable á ella deben crearlo Vds. mismos.

Ayudadnos, pues, en nuestra empresa de crear en esta isla una institución superior de enseñanza para los maestros, que sea el orgullo de nuestros conciudadanos. Tan pronto la organización de esta escuela sea perfecta tendremos los medios para auxiliarlas en su trabajo. Hablo á Vds. de estos asuntos con la esperanza y la firme creencia de que me ayudarán á establecer en Puerto Rico un sistema de enseñanza que será uno de los factores más importantes para nuestro progreso, ya que de este modo tendremos anualmente jóvenes instruidos en todos los órdenes de nuestra vida social, doméstica, industrial y pública.

En la convicción de que este es nuestro común deseo, quedo de Vds. con el mayor respeto.

M. G. BRUMBAUGH,
Comisionado de Instrucción.

FREE LIBRARY OF SAN JUAN, PORTO RICO,

Abril 17 de 1901.

Sr. Don.....

Tenemos el honor de invitar á V. para la apertura de la "Free Public Library," situada en el edificio donde se hallaba establecido el ynstituto de 2ª enseñanza, calle de San Francisco esquina á la del Cristo, acto que tendrá lugar á las ocho de la noche del sábadó veinte del corriente.

Los directores de la biblioteca dirigirán breves frases á la concurrencia, pudiendo todos cuantos lo deseen inspeccionar el local y las pertenencias de la biblioteca.

DIRECTORES	{	M. G. BRUMBAUGH, <i>Presidente.</i>
		E. S. WILSON, <i>Vice-Presidente.</i>
		H. P. FALLON, <i>Secretario.</i>
		T. LARRINAGA.
		J. GOMEZ BRIOSO.

Bibliotecario: R. A. VAN MIDDELDYKE.

[FORM CS.]

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
SAN JUAN.

REGLAS PARA LA SELECCIÓN DE ESTUDIANTES PUERTORRIQUENOS, SEGÚN EL "HOUSE BILL" NO. 35.

Desde el 1º de Julio del corriente año 25 jóvenes de constitución robusta y buena conducta pueden ser enviados á los Estados Unidos á expensas del pueblo de Puerto Rico. La comisión que ha de elegir estos 25 jóvenes la componen el Presidente del Consejo Ejecutivo, el Presidente de la Cámara de Delegados y el Comisionado de Instrucción. La cantidad á que cada uno de los jóvenes elegidos tiene derecho, según la ley, no podrá ser mayor de \$400 anuales. Los que aspiren á disfrutar de los beneficios de esta ley deberán presentar sus solicitudes al comisionado de instrucción, en San Juan, antes del 20 de Junio próximo. En la elección de estos jóvenes se observarán las reglas siguientes:

1º. Ningún joven que no presente pruebas suficientes de buena conducta moral y buena salud podrá aprovecharse de las ventajas que la ley concede. Del carácter moral de los aspirantes se considerarán como pruebas las cartas firmadas por personas de responsabilidad, las cuales cartas deberán ser remitidas juntamente con la solicitud. De su buen estado de salud certificará un médico competente, después de examinar cuidadosamente al solicitante.

2º. Este deberá remitir asimismo á la comisión la prueba de que no puede, con sus recursos propios, seguir sus estudios en los Estados Unidos, y también de que sus padres han nacido en Puerto Rico. Esta prueba consistirá en la declaración explícita, por el padre ó el que tiene á su cargo al solicitante, hecha ante un notario público ó ante el juez municipal.

3º. Los aspirantes no podrán ser menores de 15 años ni mayores de 21.

4º. Los aspirantes tendrán que sufrir un examen que versará sobre las materias que á continuación se expresa, á las añadimos el número que en cada una de ellas deberán aquellos alcanzar: idioma español, 30; idioma inglés, 10; aritmética, 25; geografía, 30; historia de Puerto Rico y de los Estados Unidos, anterior al año 1750, 15.

5º. Con el fin de que los jóvenes de todas las partes de la isla tengan la misma oportunidad de aprovecharse de las ventajas de la ley, serán elegidos tres jóvenes por cada uno de los distritos, quedando á cargo de la comisión la elección de los cuatro restantes.

6º. Estos exámenes tendrán lugar el martes 5 y miércoles 6 de Julio de 1901, en las ciudades siguientes:

San Juan, Arecibo, Aguadilla, Mayagüez, Ponce, Guayama y Humacao.

Los tres aspirantes que hagan mejor examen y cumplan con las otras condiciones señaladas anteriormente serán los recomendados por la comisión examinadora de cada distrito.

7º. Cada una de estas comisiones recibirá igual cuestionario para el acto del examen. El inspector de escuelas será el presidente de dichas comisiones, el cual anunciará oportunamente el lugar donde los exámenes hayan de tener efecto.

8º. La comisión encargada del examen en cada una de aquellas ciudades señalará en los cuadernos de los examinados la marca que les corresponda, remitiendo esos cuadernos al comisionado de instrucción á la mayor brevedad posible.

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9°. El examen no podrá ser de ningún modo un acto privado. El aspirante que de cualquier manera trate de ayudarse ó ser ayudado en su examen, será expulsado del local por la comisión examinadora.

10°. Los aspirantes deberán llevar consigo tinta y pluma para el acto del examen.

DEPARTMENT OF EDUCATION OF PORTO RICO,

OFFICE OF THE COMMISSIONER,

SAN JUAN.

A los estudiantes de la Escuela Normal de Verano.

ESTIMADOS AMIGOS: La carta adjunta del Sr. Profesor Todd, es una exposición clara y concisa de los planes y esperanzas que abrigamos. Cerca de 650 maestros y aspirantes al magisterio están ya matriculados. La escuela representará una gran fuerza y será para bien de Vds y no dudo que tendrá un buen éxito.

En estos momentos nos ocupamos de formar la facultad de profesores y ésta será escogida entre lo mejor que tenemos en Puerto Rico.

No se exigirán exámenes para el ingreso. Venid.

Deseo dar á todos las más sinceras gracias por el apoyo que han prestado á esta gran obra, y una vez más os encargo que no omitais sacrificio alguno para asistir á esta escuela.

Suyo respetuosamente,

MARTIN G. BRUMBAUGH,
Comisionado de Instrucción.

FORM T.

DEPARTMENT OF EDUCATION OF PORTO RICO,

OFFICE OF THE COMMISSIONER,

SAN JUAN.

SAN JUAN, P. R., *March 1st, 1901.*

CIRCULAR OF INFORMATION.

In answer to repeated inquiries, I beg to state the following general facts relating to teachers in the island of Porto Rico:

Teachers must be graduates of accredited colleges, normal schools, or high schools, or they must have had a successful experience as teachers under a high grade certificate. Such teachers are licensed here without examination. The salary of teachers of English is by law not less than \$40.00 and not more than \$60.00 per month. The location of the teacher is a factor in the salary. The term is for nine months, beginning September 30th, 1901. In addition to salary, teachers are given by the school board an allowance for house rent in no case less than \$6.00 and in no case more than \$15.00 per month. Through the courtesy of the United States Government, it is likely that teachers will be transported from New York to San Juan free. Requests for such transportation can be issued only by the commissioner of education.

Teachers of English are assigned usually to the primary grade or to special English teaching through the grades, or both as may seem best. As a rule, sensible teachers are most cordially welcomed and duly appreciated. The people want English taught in the schools.

If you contemplate coming here and are willing to devote your entire energy to the work and to adapt yourself to the conditions of these people, make formal application at once, stating your age, your education, place and time of graduation, experience as a teacher, and your knowledge of Spanish. Inclose also your photograph with your name and the date on which it was taken written thereon, and letters of indorsement from school officials.

Address

ASSISTANT COMMISSIONER OF EDUCATION,
San Juan, Porto Rico.

DEPARTAMENTO DE INSTRUCCIÓN DE PUERTO RICO,

ESCUELA NORMAL DE MAESTROS,

EDIFICIO DE BENEFICENCIA.

W. G. Todd, principal.]

SAN JUAN, *Junio 10 de 1901.*

ESTIMADO AMIGO: Cumpliendo los deseos de nuestro honorable comisionado, tengo el gusto de dirigirme por primera vez, á mis compañeros de trabajo, en Puerto Rico, sintiendo un verdadero placer al ponerme en relación con ellos.

Lamento en extremo el que no me sea posible dirigirme particularmente á cada uno de aquellos que tan entusiasta y cordialmente respondieron á la carta circular del Dr. Brumbaugh, fecha 22 de Mayo. El sinnumero de cartas que he recibido, el poco tiempo que dispongo para contestarlas y la atención que requieren otros trabajos á mí encomendados lo hacen imposible. Así creo lo más conveniente contestar personalmente á aquellos que hacían preguntas sobre algún punto especial y en general á los demás, dejando sin contestar las cartas de aquellos que omitieron su dirección, lo que he sentido muchísimo.

Simpatizó profundamente con todos los maestros que por falta de fondos no podrán asistir á la normal; y no sólo tienen la mía sino la de todos aquellos que son amigos de la instrucción, y que como yo lamentan que haya tantos en este caso.

Desearía que pudiéramos hacer algo más que expresar nuestro sentimiento, pero la ayuda que aquí se necesita va mucho más allá de lo que puede hacer el departamento de instrucción.

Es muy laudable, sin embargo, que estos maestros que tienen que privarse de lo que más desean hayan trabajado tanto para conseguir discípulos é inclinarlos á que asistan á la normal.

Muchos maestros han prometido estar presentes, siendo estos en número suficiente para establecer dos cursos: uno para los maestros y otro para los aspirantes á maestros.

El trabajo de los últimos será sencillo pero completo. No se hará nada de relumbrón: todo se hará con un fin práctico. La instrucción será limitada á las materias siguientes: Arithmética, idioma español, historia, geografía, elementos del idioma inglés, y métodos de enseñanza añadiendo otras materias si fuese necesario. Para los maestros el trabajo será también completo, ocupándose de todas las materias que luego tienen que enseñar.

Nadie se imagine que un maestro puede formarse en diez semanas; pero si puede serle de grandísima utilidad la asistencia á esta escuela. De inestimable valor será para el maestro el estudio concienzudo de los métodos de enseñanza, que le pondrá en mejores condiciones para aplicar lo que ya tiene aprendido. Hay que convencerse de que una cosa es aprender una verdad y otra es el enseñarla; una saber hacer uso de ella y otra saber como pensar independientemente de lo aprendido. Por lo dicho podrá apreciarse la dirección que imprimiremos á nuestro labor en este verano.

Sírvase trasmitar estos informes á aquellos maestros á quienes no llegue esta circular y que deseen asistir á la escuela.

No dejes que se engañen con vanas esperanzas. Decídesles que á pesar de que el trabajo no será muy avanzado, ha de ser, sin embargo, todo lo profundo y completo que el corto tiempo de que disponemos lo permita.

Todos los maestros tratarán de asegurarse bien de los conocimientos de sus discípulos (no concretándose á saber que palabras han aprendido á repetir) y así probablemente obtendrán completo éxito. Si un discípulo no puede aprobar los exámenes necesarios para obtener el Certificado de maestro, su trabajo será tenido en cuenta si más tarde ingresa en la Escuela Normal. La apertura de esta escuela es el principio de una nueva era en la instrucción de esta isla.

Sin desdoro del pasado puedo decir en conciencia que es un esfuerzo desinteresado el empezar á colocar en manos de cada uno y de todos los maestros de Puerto Rico los mejores adelantos y lo más práctico que se conoce hoy día en materia de instrucción. El principio puede ser pequeño, pero su importancia para lo futuro es tan grande que se puede estar orgulloso solamente con ser uno de los matriculados. Podemos decir que la normal es la semilla que nos dará la futura cosecha en Puerto Rico y que será una cosecha de riqueza y gloria, pues la instrucción significa para la isla algo de muchísima más importancia que la tarifa, los mercados, las franquicias, y las ilusiones de disponer aquí enseguida de capitales extranjeros; significa que la fuerza individual es la raíz de todas las virtudes cívicas. El trabajo de este verano, por consiguiente, es de inestimable valor. Las rocas de la ignorancia nos servirán de base para la prosperidad futura, la cual significa carácter, inteligencia gobernada por sí

misma, trabajo hecho en fin para la época en que vivimos, trabajo para la humanidad, trabajo para la gloria de Dios.

Sírvase Vd. hacer partícipe de estos sentimientos á todos aquellos que Vd. encuentre con inclinaciones de asistir á la normal, dándoles á conocer nuestros proyectos y esperanzas con respecto á la instrucción del pueblo.

La apertura de esta escuela se ha anunciado para el día 15 de Julio en San Juan, y como ese día es lunes muy probable será que no todos puedan estar presentes el lunes por la mañana á la hora de empezar el trabajo de las clases. Siendo completamente esencial que todos comiencen con las primeras lecciones, las clases no darán principio hasta el miércoles por la mañana á las 8 en punto; pero habrá unos ejercicios de apertura el lunes en la tarde á las tres, en el edificio de la beneficencia, á cuya hora se anunciarán las clases y todo lo concerniente á la escuela, dando tiempo también para ponerse en relación alumnos y profesores.

Una palabra más: Algunas personas me han pedido informes con respecto á gastos de hospedaje, etc., á esto contestaré que la vida en San Juan es más cara ó mas barata según los alojamientos que se deseen, por lo cual no se puede contestar definitivamente. Lo único que el departamento podrá hacer será anunciar la llegada de los estudiantes con objeto de saber que personas están dispuestas á recibir huéspedes y á que precio. Estas podrán verse á la entrada de la beneficencia con la persona que de aquí designemos quien las pondrá en comunicación con los maestros y discípulos.

He tratado de contestar á todo lo que se me ha preguntado. Si alguna persona desea más informes haré lo posible por contestarle inmediatamente.

Apreciando muchísimo todo lo que se ha hecho en favor de la normal y deseándoles muchas felicidades y muchos adelantos con objeto de que lleguéis á ser útiles á vosotros mismos y á vuestros semejantes, para lo cual espero que seguireis trabajando con igual entusiasmo que ahora habeis demostrado quedo de Vd.

Muy respetuosamente,

W. G. TODD,
Director de la Escuela Normal.

THE DEPARTMENT OF EDUCATION AND THE ENGLISH SUPERVISOR OF THE SAN JUAN DISTRICT

Respectfully request the honor of your presence at an educational meeting to be held in the theatre of this city, Friday, March eighth, during the hours 9 and 11.30 a. m., 2 to 4.30 p. m., and 8 to 9.30 in the evening, and on Saturday, the ninth, from 9 to 11.30 a. m. and 2 to 4.30 p. m.

Each session will be addressed by Hon. O. T. Corson, ex-school commissioner of Ohio, president National Educational Association and editor of Ohio Educational Monthly, and Hon. Henry Houck, deputy superintendent public instruction for Pennsylvania.

(Modelo en español del informe mensual del maestro. Cada maestro debe conservar este modelo en la escuela.)

INFORME MENSUAL.

Municipalidad.....
Escuela..... Grado.....
Mes escolar que termina el.....190..
Maestro.....

Á LOS MAESTROS: En esta página no deben escribir nada los maestros.

Á ellos corresponde llenar, tan pronto como termine el mes escolar, la página que lleva por encabezamiento "Informe del maestro." La titulada "Informe del inspector" sólo por éste debe ser llenada, debiendo hacerlo en la escuela para que el maestro pueda conservar copia del mismo si así lo desea. Aconsejamos á los maestros el conservar copias de todos los informes mensuales, pues éstos pueden serles de valor para conseguir una escuela en los años subsiguientes. Al llenar el "cuadro de adelanto," los maestros deberán anotar en él el progreso hecho en todas las clases y grados que en aquel tiempo tengan á su cargo y dejar en blanco los demás espacios. De ningún modo este informe será remitido por correo ó enviado por medio de tercera persona al inspector ó al departamento de instrucción. Este informe ha de ser

entregado precisamente al inspector al girar su visita á la escuela. Éste verá si el informe del maestro está en propia forma; llenará la página que le corresponde con el suyo, en presencia del maestro; permitirá á éste el conservar copia del informe que acaba de escribir, si así lo pide, y dirigirá este pliego al comisionado de instrucción.

En la última página, tanto el maestro como el inspector pueden añadir aquellas notas ú observaciones que juzguen convenientes ó crean han de ser beneficiosas para el adelanto de la escuela. Imposible es, naturalmente, medir el progreso de los niños por las páginas que han estudiado; pero el maestro señalará estas páginas y el inspector informará, en la tercera de este pliego, acerca del carácter del trabajo hecho dentro de los límites comprendidos en las páginas estudiadas.

INFORME DEL MAESTRO.

Mes escolar que termina el.....190..

Maestro..... Edad..... Años de práctica.....
Clase de certificado..... Dónde enseñó el año anterior.....
Municipalidad..... Escuela..... Grado.....

NÚMERO DE MATRICULADOS.

Total de matriculados al terminar el mes..... Número de alumnos que ingresaron durante el mes..... Número de alumnos que dejaron la escuela durante el mes..... Asistencia total mensual..... Promedio de asistencia mensual..... Promedio de asistencia diaria..... Número de días en que el maestro enseñó.....

CUADRO DE ADELANTO.

Número de niños que están estudiando y páginas que han pasado en

Español.	1er grado.....	2do.....	3ro.....	4to.....
	Pág.....á.....	Pág.....á.....	Pág.....á.....	Pág.....á.....
Inglés.	1er grado.....	2do.....	3ro.....	4to.....
	Pág.....á.....	Pág.....á.....	Pág.....á.....	Pág.....á.....
Aritmética.	1er grado.....	2do.....	3ro.....	4to.....
	Pág.....á.....	Pág.....á.....	Pág.....á.....	Pág.....á.....
Geografía.	1er grado.....	2do.....	3ro.....	4to.....
	Pág.....á.....	Pág.....á.....	Pág.....á.....	Pág.....á.....
Historia.	1er grado.....	2do.....	3ro.....	4to.....
	Pág.....á.....	Pág.....á.....	Pág.....á.....	Pág.....á.....
Gramática.	1er grado.....	2do.....	3ro.....	4to.....
	Pág.....á.....	Pág.....á.....	Pág.....á.....	Pág.....á.....
Escritura.	1er grado.....	2do.....	3ro.....	4to.....
	Pág.....á.....	Pág.....á.....	Pág.....á.....	Pág.....á.....
Libros usados.....				

EXPLICACIONES Y OBSERVACIONES.

INFORME DEL INSPECTOR.

Mes escolar que termina el.....190..
Municipalidad..... Escuela..... Grado.....
Inspector..... Maestro.....

ESTADÍSTICA.

Fecha de la última visita á la escuela..... Fecha de la actual.....
..... Número de horas en la escuela..... Número de clases examinadas..... Asistencia según el "libro registro"..... Asistencia actual (número de niños presentes).....

OBSERVACIONES.

Las observaciones del inspector abarcarán por lo menos los puntos siguientes: Matrícula, progreso, orden, método, limpieza, condiciones sanitarias, condición del salón, mobiliario, material y resultados de la inspección.

INFORME SUPLEMENTARIO.

El maestro y el inspector pueden añadir y tratar aquí de cualquier otro asunto hacia el cual deseen llamar la atención del departamento.

MONTHLY REPORT.

.....municipality.
.....school.grade.
For month ending.....190..
.....teacher.

To TEACHERS: Teachers will not write on this page. They will fill out the page headed "Teacher's report" immediately after the close of the school month. The page headed "Supervisor's report" the supervisor only will fill out, and he shall do this in the school that the teacher may have a copy of the same if he desires to have it. Teachers are advised to retain copies of all monthly reports, as these may be of value in securing a school in subsequent years. In filling out the "progress table" teachers will enter record of all the classes and grades actually existing in their schools and leave all other spaces blank. Under no circumstances is this report to be mailed or sent to the supervisor or to the department of education. It is to be given to the supervisor upon his regular visit to the school. He will verify the report of the teacher, enter his own report in the presence of the teacher, allow the teacher to retain a copy, if desired, and forward this report to the commissioner of education. On the last page the teacher and the supervisor may add such additional remarks as may be thought advisable and helpful in the improvement of the school. It is, of course, impossible to measure progress by pages covered; but the teacher will note the pages, and the supervisor will report on page three as to the character of the work within the limits so defined.

TEACHER'S REPORT.

For month ending.....190..
Teacher..... Age..... Experience..... Certificate.....
Where taught last year..... Municipality.....
School..... Grade.....

ENROLLMENT.

Total enrollment at end of month..... Number of pupils admitted during present month.....
Number of pupils that left during present month.....
Total attendance in days..... Average attendance in days..... Average daily attendance.....
Number of days taught.....

PROGRESS TABLE.

Number of pupils studying and pages covered in							
Spanish.	1st grade.....	2nd.....	3rd.....	4th.....			
	Page.....to.....	P.....to.....	P.....to.....	P.....to.....			
English.	1st grade.....	2nd.....	3rd.....	4th.....			
	Page.....to.....	P.....to.....	P.....to.....	P.....to.....			
Arithmetic.	1st grade.....	2nd.....	3rd.....	4th.....			
	Page.....to.....	P.....to.....	P.....to.....	P.....to.....			
Geography.	1st grade.....	2nd.....	3rd.....	4th.....			
	Page.....to.....	P.....to.....	P.....to.....	P.....to.....			
History.	1st grade.....	2nd.....	3rd.....	4th.....			
	Page.....to.....	P.....to.....	P.....to.....	P.....to.....			
Grammar.	1st grade.....	2nd.....	3rd.....	4th.....			
	Page.....to.....	P.....to.....	P.....to.....	P.....to.....			
Writing.	1st grade.....	2nd.....	3rd.....	4th.....			
	Page.....to.....	P.....to.....	P.....to.....	P.....to.....			
Books used.....							

EXPLANATIONS AND REMARKS.

SUPERVISOR'S REPORT.

For month ending....., 190..

Municipality..... School..... Grade.....
 Supervisor..... Teacher

STATISTICS.

Date of last visit..... Date of present visit.....
 Number of hours in school..... Number of classes examined.....
 Attendance as per record book..... Actual attendance by count.....

The remarks of the supervisor shall cover at least the following points: Enrollment, progress, order, method, cleanliness, neatness, sanitary arrangements, condition of room, furniture, equipment, and results of inspection.

SUPPLEMENTARY REPORT.

The teacher and the supervisor may here note any additional matters which they may wish brought to the attention of the department.

[FORM KS.]

DEPARTMENT OF EDUCATION OF PORTO RICO,
 OFICINA DE LA JUNTA ESCOLAR,
 Municipalidad de, 190..

Al Hon. COMISIONADO DE INSTRUCCIÓN.

SEÑOR: La junta escolar de.....ha tenido á bien designar, para tomar á su cargo las escuelas de nuestro distrito en la forma que á continuación se expresa, á los maestros siguientes:

No.	Nombre.	Dirección.	Clase de certificado.	Grado que tendrá á su cargo.
.....
.....
.....
.....

Por acuerdo de la junta, tomado en la sesión celebrada el día....., 190..

.....
 Secretario.

DEPARTMENT OF EDUCATION OF PORTO RICO,
 OFFICE OF THE COMMISSIONER,
 SAN JUAN, Junio 11 de 1901.

.....:
 Adjunto le incluyo la licencia que le habilita para enseñar en las escuelas públicas durante el próximo año escolar. Ha sido extendida á nombre de Vd. con la esperanza, que no creemos ver defraudada, de que en el nuevo año escolar, si es Vd. elegido por alguna de las juntas escolares, ha de dar mejor resultado que en el que va finalizando. Durante éste ni su escuela ni Vd. mismo han llegado á la altura que esperábamos llegara, por no haberse dedicado Vd. por entero ni con tanto amor á su trabajo como pensábamos que se dedicaría.

Yo creo que no es mucho pedir á Vd. el que en adelante, en su trabajo escolar, si éste ha de estar bajo la dirección de nuestro departamento, trate Vd. de que sus conocimientos, su método de dirigir la escuela y de transmitir sub conocimientos con el mayor provecho posible, así como el ejemplo personal que debe dar á sus discípulos.

los, se conserve siempre en aquel alto grado en que un maestro debe mantenerlos. Al mismo tiempo que esa recomendación debo haber á Vd. otra de suma importancia, cual es la de que asista á la escuela normal.

De Vd. respetuosamente,

M. G. BRUMBAUGH,
Comisionado de Instrucción.

TEACHER'S CONTRACT.
CONTRATO DE MAESTRO.

UNITED STATES OF AMERICA,
THE PEOPLE OF PORTO RICO, } S. S:
Municipality of..... }

It is hereby contracted and agreed between the School Board of.....
Por el presente contrato queda convenido y acordado entre la Junta Escolar de
party of the first part, and....., a legally qualified teacher of the
y maestro de instrucción primaria legalmente autorizado como tal maestro para la
Island of Porto Rico, holding a.....certificate (whose title and
isla de Puerto Rico, con certificado de (cuyo título
character have been duly approved by the Commissioner of Education), party of the
ha sido debidamente aprobado por el Comisionado de Instrucción entre
second part, as follows:
ambas partes lo siguiente:

(a) Said party of the second part agrees to teach in the public school of.....
(a) Dicho maestro se compromete y conviene en enseñar en la Escuela Pública de
....., as.....teacher, during the school year beginning
, como maestro durante el año escolar que empieza en
....., teaching the subjects and observing the regulations prescribed
, las materias correspondientes, y á observar y cumplir las reglas prescritas
in the laws and regulations governing Schools in Porto Rico, during the legal school
por las Leyes Escolares de Puerto Rico, durante las horas legales de escuela,
hours of every legal school day of said period.
todos los días laborables de dicho período.

(b) In consideration of said service, said party of the first part agrees to provide
(b) En consideración á dichos servicios, los primeros, ó sea la Junta Escolar, se comprometen
said party of the second part with a residence for h....self and family suitable to
á proporcionar al segundo, ó sea al Maestro, casa vivienda para él mismo y su familia, según
h.... position, or in lieu of this with..... (\$) currency of
su categoría, ó en su defecto la cantidad de (\$) moneda corriente
the United States, for each month of actual teaching; to provide a suitable room for
de los Estados Unidos, por cada mes de servicio activo; proporcionarle casa conveniente para
h.... school, separate from h.... residence, in accordance with the provision of the
la Escuela, separada de su vivienda, con arreglo á lo que previenen las disposiciones de la
School Law; to provide the necessary furniture and material for h.... school and to
Ley; proveerle con los necesarios muebles y material para su Escuela y atender á los
pay the expenses of maintaining proper hygienic and sanitary conditions in the
gastos que ocasione la conservación, limpieza é hygiene de la Escuela y su
school and its vicinity. Said party of the first part further specially agrees to forward
vecindad ó cercanías. Es convenido además que los primeros remitirán una copia de este
a copy of this contract to The Commissioner of Education at San Juan. It is under-
contrato al Comisionado de Instrucción, en San Juan. Queda convenido entre ambas
derstood between both the parties to this contract that the party of the second part
partes contratantes que el maestro recibirá el sueldo que señalan
will be paid such salary by the Disbursing Office of the Department of Education as
las leyes escolares de la Isla, el cual le será satisfecho por el oficial
the School Laws of Porto Rico provide.
Pagador del Departamento de Instrucción.

Signed (in triplicate)
Firmado (en triplicado)

.....
Pres. of School Board.
Presidente de la Junta Escolar.

.....
Sec'y of School Board.
Secretario de la Junta Escolar.

.....
Teacher.
Maestro.

(Date).....190..
(Fecha)

TEACHER'S CONTRACT

between

BOARD OF EDUCATION

of

and

For year (or term)
beginning

[FORM M.]

Statistical report on teachers.

		Notes and remarks.
Full name of teacher		
Address		
Where born.....		
Year		
Single or married		
White or colored.....		
Where educated		
What diplomas are held		
Grade of certificate held in P. R.		
Has certificate ever been canceled or teacher suspended		
Where taught		
Years taught		
Present position.....		
References.....		
Supervisor's remarks		
.....		
.....		
.....		

[FORM P. S.]

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, Febrero 20 de 1901.

A los Inspectores, Maestros y Autoridades Escolares:

Me permito llamar la atención de Vds. hacia las siguientes disposiciones de la Orden General No. 170, serie de 1899:

Sección 21.—Nadie, ya fuere maestro ó discípulo, que no hubiese pasado viruela, podrá ser miembro de ninguna escuela pública, mientras no se vacune ó pueda presentar al director de la escuela un certificado de haber sido vacunado con buen éxito. A todo director de escuela se le requiere que exija á sus alumnos un certificado de vacunación.

Sección 22.—Los directores de escuelas ú otras personas encargadas de éstas, deberán exigir certificados de vacunación á todos los profesores que no hubiesen pasado viruelas, antes de otorgarles nombramientos para enseñar.

La junta superior de sanidad, con esta fecha encarece la necesidad de prestar atención inmediata á dichas disposiciones, y yo deseo insistir en ello, pues es para nosotros de capital interés que inmediatamente se cumpla con las prescripciones de dicha orden con objeto de prevenir el desarrollo de una epidemia, y para que, si por desgracia ésta se desarrolla, no pueda decirse nunca que fué debida á negligencia por parte de aquellos que á su cargo tienen las escuelas públicas.

De V. atentamente,

M. G. BRUMBAUGH,
Comisionado de Instrucción.

[FORM P.]

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, February 20, 1901.

To Supervisors, Teachers, and School Directors:

I desire to call your attention to the following provisions of General Order 170, series 1899:

Section 21.—No person, teacher or scholar, who has not had smallpox, shall become a member of any school until vaccinated, and until he or she shall show to the principal of the school a certificate of successful vaccination. Principals of schools are required to demand certificates of vaccination from their pupils.

Section 22.—The school directors, or other persons in charge of schools, are required to demand certificates of vaccination of all teachers who have not had smallpox, before granting them appointments to teach.

The superior board of health has this day pointed out the need of immediate attention to these mandatory statutes, and I urge immediate compliance in every respect therewith, that no outbreak of epidemic disease may be in any case due to neglect on the part of any school officers.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

DEPARTMENT OF EDUCATION OF PORTO RICO.

Municipality.....
Municipio de

School.....
Escuela

Date.....
Fecha

I have this day received from the commissioner of education of Porto Rico, school books and supplies as specified within, for the proper care and return of which I am personally responsible.

I further agree to observe and abide by the following rules.

He recibido en esta fecha del Sr. comisionado de educación de Puerto Rico, los libros de escuela y utensilios detallados á continuación, por cuyo debido cuidado y devolución yo soy personalmente responsable.

Me obligo además á observar y cumplir las siguientes reglas.

Signed.....
Firmado

RULES.
REGLAMENTO.

1. Books must not be taken from the school room, except at personal risk of teachers.

2. Books should be distributed to pupils each morning and collected at the close of the school day.

3. Books must be kept in locked case when not in use.

4. Books must be returned to supervisors at close of school term or school year.

Remember that school books and supplies are Government property, not municipal or private property, and that you are held personally accountable for their proper care in the same way that other officials are held responsible for property entrusted to them, and any losses due to your negligence or failure to observe these rules will be made good from your own salaries.

1. Los libros no deben salir de la escuela, sino bajo la responsabilidad del maestro.

2. Los libros se distribuirán á los discípulos cada mañana y serán recogidos al terminar el día escolar.

3. Los libros deben ser guardados en un armario bajo llaves cuando no se hallen en uso.

4. Los libros deben ser devueltos al inspector al concluirse el término ó año escolar.

Téngase presente que los libros y material de las escuelas son propiedad del Gobierno y no del municipio, ni de particulares, y que los maestros son personalmente responsables de su conservación, al igual que cualquier oficial lo es de las propiedades que se le confían.

Toda pérdida debida á negligencia ó falta de observancia de estas reglas, el sueldo del maestro responderá á ellas.

Name of book or article.	Number received.	Condition when received.	Remarks.
Vertical Script Reading Chart.....			
Standard First Reader			
Standard Second Reader			
Standard Third Reader.....			
Standard Fourth Reader			
Standard Fifth Reader			
Tarbell's Lessons in Language			
Riverside Primer and Reader			
Song Book for School and Home			
Carta Española, por McGuffey.....			
Libro Primero de Lectura			
Libro Segundo de Lectura.....			
Libro Tercero de Lectura.....			
Primeros Peldaños en Literatura.....			
Geografía Elemental, por Frye			
Geografía Superior			
Lecciones en Lenguaje (Español-Inglés).....			
Aritmética Elemental, por Wentworth.....			
Aritmética Práctica, por Wentworth			
Los Primeros Pasos en Castellano, por Juncos.....			
Nociones de Historia de los Estados Unidos			
Cartilla Ilustrada.....			
Elementary Arithmetic, Brooks.....			
Advanced Arithmetic, Brooks.....			
Guía para Maestros, por Sarah Arnold			
Dirección de las Escuelas, por Baldwin			
Life of Washington.....			
Life of Columbus			
School record books			
Map of the U. S			
Map of Porto Rico			
Copy books			
Slates, cases 10 dozen.....			
School practice paper, tablets			

Name of book or article.	Number received.	Condition when received.	Remarks.
Pencil tablets.....			
Crayons, white, boxes 144			
Crayons, colored, boxes 144			
Slate pencils, boxes 100			
Lead pencils, boxes 144			
Rubber erasers, boxes 80.....			
Rulers, dozen			
Blackboard cloth, rolls			
Blackboard erasers, boxes 12			
Penholders, boxes 144.....			
Ink, boxes 3 dozen bottles			
Pens, boxes 144.....			
Numeral frames			
Flags			
.....			
.....			

Disbursement of text-books for the week ending -----, 1900.

[illegible]

REQUISITION FOR SCHOOL SUPPLIES.

DEPARTMENT OF EDUCATION OF PORTO RICO,
....., 190..

To the COMMISSIONER OF EDUCATION,
San Juan, P. R.

Sir: Please cause to be shipped to me the following specified supplies for use in the public schools of this district:

Name of article.	Quantity required.	Name of article.	Quantity required.
School record books	Lead pencils, boxes 144 .....	.....
Map of the U. S	Rubber erasers, boxes 80 .....	.....
Map of South America	Rulers .....	.....
Map of Europe	Blackboard cloth (feet).....	.....
Map of Porto Rico	Blackboard erasers .....	.....
Copy books	Penholders, boxes 144 .....	.....
Slates	Ink, bottles.....	.....
Composition books.....	Pens, boxes 144.....	.....
Pencil tablets	Numeral frames.....	.....
Crayons, white, boxes 144.....	Flags, 4 x 6 .....	.....
Crayons, colored, boxes 144.....
Slate pencils, boxes 100

.....
English Supervisor.

SAN JUAN, PORTO RICO, , 190..
The disbursing officer is directed to honor
the above requisition.
.....
Commissioner of Education.

Shipped..... , 190..
Via
.....
Shipping and Supply Clerk.

REQUISITION FOR TEXT-BOOKS.

DEPARTMENT OF EDUCATION OF PORTO RICO,
....., 1900.To the COMMISSIONER OF EDUCATION,
San Juan, P. R.

SIR: Please cause to be shipped to me the following specified books for use in the public schools of this district:

Name of book.	No. copies required.	Name of book.	No. copies required.
Vertical Script Reading Chart.....	Los Primeros Pasos en Castellano, por Juncos .....	.....
Standard First Reader	Historia de los Estados Unidos, por MacMasters .....	.....
Standard Second Reader	Cartilla Ilustrada .....	.....
Standard Third Reader.....	El Lector Moderno No. 1 .....	.....
Tarbell's Lessons in Language.....	El Lector Moderno No. 2 .....	.....
Riverside Primer and Reader	Guía para Maestros, por Sarah Ar- nold .....	.....
Song Book for School and Home.....	Dirección de las Escuelas, por Bald- win.....	.....
Carta Española, por McGuffey	Life of Washington.....	.....
Libro Primero de Lectura	Life of Columbus.....	.....
Libro Segundo de Lectura	Standard Fourth Reader.....	.....
Libro Tercero de Lectura	Standard Fifth Reader.....	.....
Primeros Peldaños en Literatura
Geografía Elemental, por Frye
Geografía Superior, por Frye
Lecciones en Lenguaje (Español- Inglés).....
Aritmética Elemental, por Went- worth

.....,
English Supervisor.

SAN JUAN, PORTO RICO,, 1900.

The disbursing officer is directed to honor the
above requisition.Shipped, 19..
Via..........
Commissioner of Education......
Shipping and Supply Clerk.

DEPARTMENT OF EDUCATION, PORTO RICO.

TEACHER'S CERTIFICATE.

This certifies that....., a person of good moral character, having passed an examination in the following branches with the annexed results, is a legally qualified teacher of Porto Rico, holding the grade of.....teacher, subject to the provisions of the school laws, from....., 190.., to....., 190..

English language.....	Reading
Spanish language.....	Writing
Arithmetic.....	Spelling
Geography.....	Hygiene
History of the U. S.....	General history
Theory of teaching.....	Civics
Algebra.....	.....
Geometry.....	.....

SAN JUAN, PORTO RICO,, 190..

.....
Commissioner of Education.

.....
Secretary of the Department of Education.

.....
Signature of Holder.

Number.....

[Stub.]

TEACHER'S CERTIFICATE.

No.....
To.....
.....

1. English language.....	10. Writing
2. Spanish language.....	11. Spelling
3. Arithmetic.....	12. Hygiene
4. Geography.....	13. General history.....
5. History of the U. S.....	14. Civics.....
6. Theory of teaching.....	15.
7. Algebra.....	16.
8. Geometry.....	Kind of certificate.....
9. Reading.....	Issued at San Juan,, 190..

